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ABSTRACT

Internal and external evaluation reports of community education-work councils established at Southeast Community College (Nebraska), Motlow State Community College (Tennessee), Tanana Valley Community College (Alaska), and the Community College of Vermont are included in this document. Under sponsorship of the American Association of Community and Junior Colleges and the Department of Labor, the councils serve to develop a working partnership among local education agencies and business and industry to help bridge the gap between schooling and work. The reports cover the following components: an executive summary, chronology of major events, various problems encountered, finances, recommendations, program-related materials, program objectives and effectiveness, the role of the staff, program development, and various charts and tables. (LH)

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COMMUNITY EDUCATION-WORK COUNCILS

Demonstration Site Reports on the First Year:
February 15 through October 15, 1977

Southeast Community College, Lincoln, Nebraska

Motlow State Community College, Tullahoma, Tennessee

University of Alaska, Tanana Valley Community College
Fairbanks, Alaska

Community College of Vermont, St. Albans, Vermont

Volume III

JC 780 106

The Education-Work Council Program at each of the colleges was supported by a subcontract with the American Association of Community and Junior Colleges. AACJC was funded through a contract with the U.S. Department of Labor, Employment and Training Administration, Office of National Programs, Contract Number 99-7-784-42-09. The opinions expressed in the individual reports contained in this volume are those of the respective project administrators and local evaluators.

The AACJC project office report and a second volume containing site reports compose a complete review of first year activities. To reduce the overall bulk of this volume, some appendices referenced in the reports have been withheld.

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FINAL REPORT

NEBRASKA COMMUNITY EDUCATION-WORK COUNCIL

For The Period
March 16, 1977 through October 14, 1977

Submitted to:	Mr. Jim Mahoney Project Director A.A.C.J.C.
Submitted by:	Peggy A. Novotny Project Director Lincoln, Nebraska
Submitted on:	October 14, 1977

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FINAL REPORT

NEBRASKA COMMUNITY EDUCATION-WORK COUNCIL

For The Period

March 16, 1977 through October 14, 1977

I. CHRONOLOGY OF MAJOR EVENTS

On March 16, 1977, Southeast Community College was awarded a subcontract with the American Association of Community and Junior Colleges, to create a Community Education-Work Council. The pilot project was one of six funded through the U.S. Department of Labor Employment and Training Administration, with allocations for the intial project period extending through October 14, 1977.

The Project Administrator, Peg Novotny, was hired April 1, 1977 with Chuck (Barbara) Paullin, secretarial support, being employed on April 13. Supervisor of the project is C. Lonnie Johnson, Administrative Director to the President of Southeast Community College.

Selection of the Steering Committee was completed on April 24, 1977. At that date, the Committee consisted of six members. In June, two additional members were solicited to serve on the Committee.

On April 27, 1977 Selection Research, Incorporated agreed to perform services identified as the third-party evaluator. The terms of agreement indicate SRI will act in the capacity of third-party evaluator throughout Phase I of the project. Termination of Phase I will be October 14, 1977. At that time, continued service to the project will be determined.

Selection Research Incorporated has contracted to produce the following documents:

1. Letter of service agreement - 5/77
2. Evaluation design - 5/30/77
3. In-progress evaluations - 6/30/77 & 8/31/77
4. Social Service Agency Survey compilation - 9/14/77
5. Employer Survey compilation
6. Educational Institution Survey compilation
7. Youth Survey and compilation
8. Final summative evaluation

Refer to Appendix A

The Steering Committee met on the following dates:

May 4, 1977
May 24, 1977
June, 1977 - Individual Contact
July 25, 1977
August 18, 1977
September 14, 1977

In order to gain an overall perspective of program design and operation, a graph was developed to chart the sequence of events. The graph reflects three programmatic phases: Phase I, program definition, data collection and data synthesis (4/1/77-10/14/77); Phase II, program design and implementation (10/14/77-10/14/78); Phase III, final evaluation of program (10/78).

Refer to Appendix B

Initial definition of program operations and role identification of the Council are reflected through the general purpose statement, operations timetable, phase purpose statements and product and process objectives. These operational guidelines were devised in the month of May with the intent of stabilizing program definition and direction throughout the data collection and synthesis stage (Phase I).

Refer to Appendix C

The data collection process was initiated in July. The survey instruments and listing of contacts were developed by project staff in cooperation with SRI and several members of the Steering Committee.

The survey process involving social service agencies, employers and educational institutions, transpired on a "one-on-one" interview basis. The project staff felt that this method would not only establish a viable means of information gathering, but would also provide an opportunity to expose the Education-Work concept to the Community.

Due to limited time, staff and the method of collecting data, initial surveying efforts were limited to the Lincoln area.

The Nebraska Department of Labor and the local Job Service Office have provided unemployment data and labor market information on a monthly basis. This data reflects local unemployment rates and current trends in the job market. All information will be compiled and made available for Council use. Federal and state labor laws have been gathered and will be capsulized for Council update and review.

On August 4, 1977 an agreement was entered into by the Education-Work Council Steering Committee (via project staff) and the Bureau of Business Research through the University of Nebraska. The purpose of the agreement was to engage the services of the Bureau to create a profile of youth ages 14-21 in the project's 15-county area. The report consists of tables, charts, survey analysis and summary.

Refer to Appendix D

The public relations effort began in May with a letter explaining program purpose and intent. Approximately 250 letters were distributed within the 15-county area to a cross-section of educational institutions, social service agencies, employers, parent and youth groups and state and local governmental representatives.

Refer to Appendix E

Articles concerning the Education-Work Council appeared in several area newspapers and a taped interview with the Program

Administrator was aired on a local radio station.

Refer to Appendix F

The Program Administrator delivered a presentation to a Human Resources doctoral class at the University of Nebraska, explaining the Education-Work Council concept and actual operational processes.

One of the major sources of public relations was evidenced through the survey interview process. The "one-on-one" interviews allowed discussion pertaining to the Education-Work Council concept as well as the collection of appropriate information.

The Program Administrator has participated in three conferences related to the Education-Work Council. The first of these being a national meeting organized by the National Manpower Institute. The meeting was held April 4,5, & 6 in Columbia, Maryland and dealt with an orientation to the Education-Work Council concept and operational procedures.

The second meeting consisted of Program Administrators, the AACJC Project Director and a representative from U.S. DOL. Highgate Springs, Vermont was the meeting location and the dates were June 19-22. This conference gave all personnel involved the opportunity to explore and share operational activities, plans and frustrations.

In September, the Project Administrator was invited by the City of Lincoln CETA Prime Sponsor to attend a conference pertaining to the Youth Employment and Demonstration Projects Act. The conference was held in Chicago on September 7-8 and was sponsored by the United States Conference of Mayors.

II. MILESTONE CHART

The objectives as stated in the project proposal are as follows:

1. Research, evaluate and recommend materials, equipment, systems, and techniques related to improving the career decision-making ability of youth in Southeast Nebraska. This objective shall, where recommended, include the implementation of improved occupational information systems and counseling plans.

2. Evaluate and recommend methods of giving Southeast Nebraska residents opportunities to explore work and educational settings. Included in this objective are attempts to achieve the following:
   A. Foster career and life planning
   B. Confirmation of tentative decisions through preliminary experiences.
   C. Foster free movement between education and work settings, and
   D. Begin a continuous relationship between education and work which will facilitate "...the critical passage through which young people move from school to jobs".[1]

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[1] Wirtz, Willard. 1975. The Boundless Resource. The New Republic Book Company, Inc. Washington, D.C.

3. Evaluate and recommend methods of matching employment opportunities with appropriate individuals seeking employment and methods of referral of individuals to appropriate educational (or other if represented on the council) opportunties.

4. Improve the extent to which educational programs reflect the needs of employers and individuals in need of education. This objective requires the council's involvement in tasks to define task requirements, personal needs, and in the decision processes resulting in a curriculum balance of both.

5. Develop systems and guidelines for the identification, filling, and monitoring of cooperative training sites in the Southeast Nebraska area. Included in this objective is the special task within each community of coordinating the employer-contacts by educational institution representatives.

6. Increase the awareness of Southeast Nebraska employers and residents of the capabilities of the community in meeting their work-education needs.

7. Facilitate the needs of employers and training institutions to more fully use the resources of the community.

The Steering Committee of the Community Education-Work Council elected to initiate data collection procedures as the first phase of program operations. The areas of data collected are as follows:

1. Services provided to youth by social service agencies.
2. Needs and problem areas identified by employers of youth.
3. Services provided by educational institutions geared toward bridging the transition from education to work.
4. Youth's perception of problems encountered in education and work situations and the transitional difficulties experienced within each.
5. Collection of local unemployment statistics.
6. Collection and summarization of labor laws affecting youth 16-21.

The design of data collection was instigated to determine the following:

1. The need for an Education-Work Council in Southeast Nebraska.
2. To determine program overlapping and duplication... as applicable to the Education-Work Council and other programs.
3. The collection of data to determine priorities of Council concentration and involvement.
4. To determine areas of Council representation needed to best deal with problems confronting youth in their transition.

In an attempt to produce a viable model reflecting the needs of the Community, Phase I of the program (4/1/77 - 10/15/77) concentrated on devising survey instruments, identifying and contracting with data collection based resources and initiating the surveying process.

The Steering Committee, as indicated previously, did not want to pursue or make commitment to the operational objectives stated in the original proposal until sufficient data was collected to determine the actual needs of the Community. In view of the approach taken, the objectives as stated in the proposal were not operationalized.

All data will be collected and synthesized by October 14, 1977. A publication containing the community survey and the profile of youth will be developed and distributed to Council members at the first full-council meeting, November 2, 1977. The Council will determine their priorities of involvement and activity from this information.

Due to an uncertain funding level, the Steering Committee and project staff felt it necessary to focus on one in-depth program. It was the general consensus that with the resources available and the rate of migration into Lincoln/Lancaster County, the project would concentrate on this area. At some future time, if additional funding is available, the program can be expanded.

III. MAJOR ACHIEVEMENTS

The major achievements of the Nebraska Education-Work Council in the first six months of existence are as follows:

1. Selection of Steering Committee and Chairperson.
2. Selection of third-party evaluator which also included a source for data collection and synthesis.

3. Surveying of community social service agencies, employers, educational institutions and youth.

4. Collection and summarization of state and federal labor laws.

5. Collection of area unemployment data and labor market trends.

6. Formation of area youth profile conducted by the University of Nebraska Bureau of Business Research.

7. Implementation of a public relations effort.

These activities are described in detail in Sections I and IV of this report.

The following three activities were initiated but have not previously been documented:

1. Lincoln CETA proposal
2. Council Incorporation
3. Selection of the full Council

The purpose of the Lincoln CETA proposal is to establish a Community Employer's Services Unit in the effort to serve employers through coordinating and providing needed training programs. The objective, conditions and purpose of the program are best explained in the attached proposal.

Refer to Appendix G

The basic function of the Education-Work Council under this proposal would be to act as a funneling mechanism for CETA allocations and to provide management services to aid in the development of a training delivery system based upon available jobs in the community.

In order to participate in and administer funding for programs outside of the Council budget, the Steering Committee found it necessary to explore the incorporation process for non-profit organizations.

After consulting with AACJC, DOL and the College Legal Counsel, it was determined that incorporation was a valid entity for the Council. Articles of Incorporation were composed by the College Legal Service and filed with the Secretary of State and IRS. Operations under the non-profit status are valid upon issuance of the Certificate of Incorporation by the Secretary of State. The Community Education-Work Council realized its incorporation October 4, 1977.

Due to the process initiated through the data collection design, formation of the full Council was delayed until sufficient information was gathered. The selection of Council membership is in process, focusing on November 2, 1977 as the date for the Council meeting. Detailed documentation of Council formation can be noted in Section IV of this report.

IV. THE COUNCIL

A. Description of Methods Used to Identify Potential Members and to Form Council.

The Steering Committee of the Community Education-Work Council initially consisted of six members representing State

Office of Planning and Programming, International Brotherhood of Electrical Workers, Vision 17, Beatrice Chamber of Commerce, Kraft Petroleum Company and Southeast Community College. In May, two additional members were selected to represent CETA and the State Legislature.

Suggestions for Steering Committee membership were solicited from personnel of social service agencies and Southeast Community College. Project staff reviewed the listing of suggested participants and the organizations they represented. The individuals selected for the Committee were contacted, with each agreeing to participate. At this time, all members initially chosen are still participating in Committee activities and hopefully will choose to continue.

Nominations for full Council membership were solicited from the Steering Committee at the September meeting. Committee members were asked to recommend three individuals representing each of the following categories:

1. Business & Industry
2. Education
3. Labor
4. Government
5. Youth
6. Community
7. At Large

A list of 41 individuals was compiled of which 17 were extended invitations to participate on the Community Education-Work Council. Letters have been sent to the 17 nominees, indicating a follow-up call to ascertain decisions of Council participation.

Refer to Appendix H

B. Attach Current Council Membership List.

Refer to Appendix I

C. Describe Current Council Membership Representation by Completing the Attached Form.

This information will be submitted at a later date.

D. Meeting Dates

1. May 4, 1977

This meeting was organizational in nature. The concept of the Education-Work Councils was presented along with an explanation of funding procedures and timelines.

It was decided that the initial step would be to formulate program guidelines. The development of the guidelines was assumed by the Project Administrator with final approval of the Committee. Surveying existing councils related to the Education-Work Council concept and identifying services available to youth was then discussed.

Activities resulting from the meeting included development of program guidelines and objectives and researching the data collection process.

2. May 24, 1977

During the second Steering Committee meeting, the major topic centered around the Council credibility factor. It was felt that in order for the Council to function as a credible body, it should be attached to an established organization, i.e. the Mayor or Governors Office, State Manpower Planning Council, Southeast Community College Board, Career Education Council.

In order to determine the need fo[illegible] Education-Work Council and to explain duplication and overlapping of the program, it was concluded that a survey of existing programs and youth services be ensued.

Resulting activities consisted of the development of survey instruments and identification of social service agencies providing services to youth, educational institutions and employers. The collection of unemployment data and labor laws was also initiated at this time.

3. June 27-30, 1977

During this timeframe, the Project Administrator contacted the Council members on an individual basis. The topics discussed were as follows:

- a. results of preliminary research indicating that there was no other council specifically designed to deal with the transition of youth from education to work.
- b. the concept of pilot programs
- c. the issue of credibility

It was concluded that the data collected would provide information to substantiate areas of need and act as a guideline for activities initiated through the Council.

The data collection process was initiated, concentrating on the barriers confronting youth in their transition from educational institutions into the world of work.

4. July 25, 1977

A dinner meeting was held in July with representatives from AACJC and U.S. DOL attending. DOL representative Lindsay Campbell gave a presentation on the role of DOL in the Education-Work Councils across the nation. Jim Mahoney, AACJC, described his interpretation of the role of the councils and gave a brief description of one problem being addressed at each of the project sites. Lincoln CETA representative Dale White introduced his concept for establishing an Employers Services Unit and the role the Education-Work Council could play in its operation. The process of incorporation was discussed in conjunction with the CETA proposal. In order for the Council to receive allocations from outside agencies, it must be an incorporated body.

The activities resulting from this session included: submission of a proposal from Dale White concerning the ESU; a written overview of Council participation purpose and process from Jim Mahoney; research by the project staff on the incorporation process.

5. August 18, 1977

The meeting opened with discussion concerning second-year funding. At that point in time it was speculated on the national level that allocations would be reduced. Project Administration was to devise a budget for second year operations reflecting the initial grant allotment.

It was felt that in order to operate and maintain an effective program a communication network must be established to meet the needs of the communities. Without support staff to cover the 10,000 square mile area, this would be an impossibility. Consequently, the Steering Committee felt consideration should be given to restricting the program to the Lincoln/ Lancaster County area. It was also determined that alternative funding resources should be explored for possible support in the other 14 counties.

Jerry Kromberg was elected to the position of Acting Chairman. He will fill the position until the full council is formed and elects permanent officers.

Dale White, CETA representative, distributed a summarization of the CETA Youth Employment and Demonstration Projects Act (*copy attached*). It would be possible for the Council, as an incorporated entity, to submit program proposals to either the City or Balance of State Prime Sponsors.

The Employers Services Unit was discussed, focusing on intent, funding, organization, and the role of the Education-Work Council. Mr. White will be meeting with representatives from business and industry and he will update the Steering Committee as to the progress at the next meeting.

Activity subsequent to the meeting consisted of exploration of alternative funding resources and established mechanisms in the 15-county area capable of delivering services. Meetings concerning these topics occured August 24 and 29, involving the Program Administrator and representatives from Vision 17 and CETA. The major alternative funding source discussed was CETA (i.e. YEDPA, STIP) and the Governor's Special Grants Package. Established area delivery systems include the Councils of Government, Community Action Programs, Economic Development District, Educational Services Units, Vision 17 and the six post-secondary educational institutions. At this time, limited activity will be initiated on this matter due to the uncertain direction which the Balance of State CETA will be taking with their federal grant application.

Program staff consulted with the College Legal Counsel in reference to incorporation procedures. It was felt that incorporation would be a viable means to supplement program operations and activities. Articles of incorporation are to be drafted for Committee review.

6. September 14, 1977

The Chairman proposed that the Steering Committee formally adopt a work statement for the next fiscal year. Due to the uncertainty of the program funding level, it was determined that the project would concentrate on the Lincoln/Lancaster County area. If additional resources should become available, the scope of the program would be expanded.

Discussion led to the agreement that the following work statement be adopted:

1. An analysis of existing data describing perceived causes of the gap between education and work on the part of young people.
2. A description of data needed to better describe those causes.
3. Based on the above two elements, the adoption of a work program to, whereever possible, advise, devise, operate or initiate programs to address those problems.

Gary Hoeltke, Selection Research Incorporated, presented the data analysis of the Social Service Agency Survey *(copy attached)*.

Dale White brought the Committee up to date on the progress of the Employers Services Unit proposal. At this time, a public relations effort is being developed to inform employers of the concept.

E. Describe the Organizational Structure of the Council

As of October 4, 1977 the Southeast Nebraska Community Education-Work Council is an incorporated organization. Eight individuals constitute the initial Board of Directors and each has served on the Council Steering Committee since May, 1977.

It has been the decision of the Board to expand the Council to include not less than 21 and not more than 25 members. The members are in the process of being selected and will hold their first meeting as the Community Education-Work Council of Southeast Nebraska Incorporated, November 2, 1977. Officers of the corporation will be elected thereafter.

F. Describe the Extent to Which Collaboration has been Achieved.

Collaborative efforts are most noticeable between the Lincoln CETA Prime Sponsor and the Education-Work Council. This effort is best reflected through the Employers Services Unit proposal (*additional information on pages 10, 15, 16, 17, 19 and attachments*).

The mayor of the City of Lincoln has invited the Community Education-Work Council or selected individual members to participate in the planning efforts necessary to implement the new youth legislation. The Steering Committee has accepted the invitation and will be represented at the initial planning meeting October 13, 1977.

Refer to Appendix J

G. Describe any Institutional Changes...

This section does not apply to the Nebraska Community Education-Work Council; and therefore, will not be covered in this report.

H. List the Prioritized Objectives of the Council and Identify the Local Problems Which Make These Objectives Significant.

Section II, pages 6 through 9 of this report addresses this material.

I. List the Tentative Plans/Programs for the Second Year Funding Period.

Project staff and members of the Steering Committee are exploring the possibility of sponsoring a Career Exposition. The Exposition would involve all facets of the community including business, industry, social service agencies, educational institutions and civic organizations. The purpose of the exposition would be to expose youth to the various occupational choices, the educational institutions providing training and the services provided by social and civic organizations.

A project of this nature would demand a collaborative effort on the part of all community segments but could be of great benefit to each.

V. FINANCIAL AND RESOURCE CONTRIBUTIONS MADE TO THE PROGRAM

A. The College

Southeast Community College has provided the following to the Community Education-Work Council:

1. Staff time in support of the program.
2. Office equipment (desks, chairs, filing cabinets, typewriter, calculator).
3. Availability of duplicating machines and the College print shop.
4. Availability of meeting space.

B. Other Organizations

Various organizations have contributed to the program by allowing staff to use company time for participation.

VI. PROBLEMS EXPERIENCED THROUGHOUT THE PROGRAM

Two problems which appear to be most evident are role identification of the Council and the source from which it draws its credibility. As indicated previously, several of the Committee members felt that the Council should be linked with an established organization to gain credibility. Most individuals are accustomed to serving on committees or councils which are attached to an organization and are primarily advisory in nature. The credibility and group function under those conditions are derived from the sponsoring agency. Consequently, the concept of gaining credibility through membership has been somewhat of a difficult concept to project.

Several Steering Committee members have suggested that the proposed 15-county service area is too expansive. It is also felt that the problems experienced in the rural areas are much different then those in an urban setting. In order to meet the individual needs of the areas, it was proposed that if funding allowed, two councils be formed. It was also suggested that if a rural council is formed, a model should be explored to include seven rather than fourteen of the rural counties. A rural council could be linked with an existing entity in the area.

This matter will be explored at greater length once the second year allocation level is established.

To serve any area outside of Lancaster County would demand the need for full-time support staff. This could not be achieved in the initial phase of the program due to the uncertainty of the funding level.

II. RECOMMENDATIONS FOR...

A. & B. Improving AACJC Assistance and Improving DOL Assistance

Representatives from the national offices of DOL and AACJC have provided substantial support to the project. The materials which have been distributed from AACJC and DOL have kept the project sites up to date on current national events as well as the activities being planned and initiated in the other project sites.

The major recommendation for improving assistance from the sponsoring agencies focuses on long-range planning and funding efforts. In order for the local project sites to plan and initiate effective programmatic operations it is necessary that specific timelines and funding levels be established by the national sponsor from program conception.

If the national offices anticipate obtaining substantial results from educational and developmental pilot projects, a sufficient amount of time and funding should be allocated initially. It is extremely difficult to plan and organize program efforts when timeline and funding patterns are erratic.

If it was felt that sufficient results could be achieved in 18 months, the proposals and contracts should have been created for that amount of time. This would have given local program administrators definite guidelines for planning and organization and would have alleviated deviation from proposed operations.

This method appears to be justifiable as reflected through current CETA programming.

C. Improving NMI and NAB Relationships

In order to maintain a communicative network among field staff, a newsletter reflecting the highlights of council activities would be beneficial. This could possibly transpire through a concerted effort on the part of administrators from AACJC, NMI and NAB.

D. Refining the Original Program Concept

One of the major points discussed by the Steering Committee dealt with the autonomous role the Council is to have within the community and from the sponsoring agency (S.C.C.). This also led to the question of "credibility". If autonomous from existing organizations and from the sponsoring agency, how does the Council build momentum for recognition?

There appeared to be some misconception on the part of the subcontractors when preparing the initial proposal. The proposal was originally written under the assumption that the Council would be attached to the College operationally as well as physically. The source of misconception could have stemmed from concept clarity, different interpretations of the concept or other elements affecting the conceptualization process.

E. Improving Council Performance

Due to the program design, a full council will not be implemented until November. The performance of the Steering Committee has been limited to organizational activities but committee members feel that the group is ready to identify goals and tasks (through data collection) and become operational.

F. Improving Personnel Performance

The recommendations for improving personnel performance should be given by Council representatives.

G. Improving Evaluation Consultancy

In order to improve the evaluation techniques, it is felt by the Program Administrator that a standard evaluation instrument should be designed and implemented at all project sites. National DOL and AACJC representatives, local project administrators and council members are in the best position to design such an instrument and evaluate the programs. Oftentimes those individuals involved or aware of the program are more critical and more apt to suggest appropriate changes. A team of individuals consisting of representatives of DOL, AACJC, program staff and council members could conduct the evaluations.

VIII. DESCRIBE THE COMMUNITY'S RESPONSE TO THE COUNCIL AND/OR THE CONCEPT.

Community response can best be gaged at this time by the response received through the data collection process. The majority of organizations contacted were very cooperative in giving information and appeared to be interested in the Community Education-Work Council concept and the support of it. There are those, of course, who feel that it is "just another federal program".

Most individuals feel that there is a need for services to be coordinated but also noted that certain local and federal mandates would have to be established before a full cooperative effort could be realized.

IX. BUDGET SUMMARY

The budget will be submitted at a later date.

X. OTHER

No additional response.

XI. PERSONAL OBSERVATIONS/REACTIONS

One of the initial concerns that I exprienced as Program Director was the lack of information the National DOL Office distributed to their regional offices or local Prime Sponsors concerning the Education-Work Councils.

In talking with the local Prime Sponsors I found that the information I had given them was the first notification they had received of such a program. I felt that this was somewhat hypocritical to the concept of CETA programming and the collaborative process on each end of the spectrum.

Overall, I am very excited about the concept and the potential the program has. Hopefully, the community will view this effort as one that has viable means to aid youth in their transition from education into the work world.

Submitted by:
Peggy A. Novotny
Project Director
Nebraska Community Education-Work Council

Date:
October 14, 1977
October 14, 1977

APPENDIX A

Evaluation Proposal For The Project
"Create A Community Education - Work Council"

April, 1977

Prepared By

Selection Research, Inc.

Lincoln, Nebraska

Evaluation Proposal For The Project
"Create a Community Education - Work Council"

On the basis of a review of the project entitled "Create A Community Education - Work Council To Serve Southeast Nebraska", the following evaluation proposal has been prepared. Before presenting the specifics of the proposal, a statement of philosophy and orientation toward evaluation is presented.

Philosophy & Orientation

As developed and implemented by Selection Research, Inc. evaluation emphasizes the process of providing valid and reliable data to project management for decision purposes and to offer recommendations to management concerning options and alternatives derived from the evaluation process. The operational implications of this emphasis is that formative procedures are utilized and take the form of a minimum of monthly reviews, systematic data based interim reports and a summative evaluation report.

To provide an efficient formative evaluation process, major emphasis is placed on adequate planning and specification of performance. The use of performance objectives is strongly recommended and two levels of performance objectives are defined. One level of performance objectives is a product or terminal level. Product objectives specify at the onset what the total project is designed to accomplish. Product objectives are outcome objectives. To accomplish each product objective two or more process objectives are specified. The process objectives specify the major developmental steps that lead to successful completion of the product objective.

As noted, all program objectives are given in performance terms. Included in performance objectives is a statement of who is involved, what is to be done, how the objective is to be measured, and what the criterion for meeting the objective will be. All recommended objectives, product and process, are recommended to include these four elements.

When the total project is given as performance objectives and both product and process objectives are specified, the evaluation system operationalized by SRI attains maximum efficiency and is of greatest service to project management. The formative evaluation process can effectively identify strength and weakness and this information can be quickly communicated to project management. Summative procedures can be directly implemented and total project outcomes can be effectively communicated.

Evaluation Procedures

Given the grant document information an effective evaluation plan cannot be formulated for inclusion in this proposal. Consequently, evaluation procedures are given for establishing an evaluation base and for defining the basic proposal.

1. The evaluator and project management would develop the present stated objectives into performance objectives.

2. Concurrent with the specification of existing objectives as performance objectives additional product objectives consistent with project purpose would be considered.

3. For each product performance objective a set of process performance objectives would be developed.

4. All performance objectives, product and process, would be approved by project management.

5. When all performance objectives have been approved, the evaluator would prepare an evaluation design. The evaluation design will include population definition, sampling plan, instrumentation, statistical analysis techniques, data reporting procedures and timelines.

Evaluator Responsibilities

The evaluator will be responsible for:

1. Working with project management to prepare all performance objectives.
2. Develop the evaluation plan.
3. Review program development with project management on a monthly basis.
4. Prepare systematic interim written evaluation reports that are data based and include appropriate recommendations.
5. Prepare a comprehensive summative evaluation report that presents results associated with each product objective and evaluator opinion, with recommendations.
6. Be available for consultation with project management on an on-call basis.
7. Development and pilot testing of all appropriate evaluation instruments.
8. Compare actual performance with appropriate timelines and include results in evaluation reports.
9. Evaluate and make recommendations concerning the role, responsibilities, and effectiveness of the Advisory Council.
10. Provide project management with technical assistance to the extent training and experience merits.

Evaluation Budget

Budget estimates are based, in part, on manday estimates, but it should be recognized that the Figures are estimates.

1. Estimated planning mandays = 5 @ 125	$ 625
2. Estimated onsite evaluation mandays = 9 @ 125	$1125
3. Estimated mandays for instrument development = 4 @ 125 . .	$ 500
4. Preparation of interim evaluation reports = 2 @ 250. . . .	$ 500
5. Preparation of summative evaluation reports = 1 @ 500 . .	$ 500

6.	Secretarial services	$ 250
7.	Design, analysis, and interpretation of area survey	$ 750
8.	Data preparation	$ 250
9.	Computer time	$ 100
10.	Office supplies and materials	$ 100
	Total	$4700

Letter of Agreement

Selection Research, Inc. agrees to provide evaluation and technical services to the project entitled "Create A Community Education-Work Council". The services Selection Research, Inc. agrees to provide are:

1. Working with project management to prepare all performance objectives.

2. Develop the evaluation plan.

3. Review program development with project management on a monthly basis.

4. Prepare systematic interim written evaluation reports that are data based and include appropriate recommendations. These reports will be due on June 30 and August 31.

5. Prepare a comprehensive summative evaluation report that presents results associated with each product objective and evaluator opinion, with recommendations. This report will be due on, or before, October 14, 1977.

6. Be available for consultation with project management on an on-call basis.

7. Development and pilot testing of all appropriate evaluation instruments.

8. Compare actual performance with appropriate timelines and include results in evaluation reports.

9. Evaluate and make recommendations concerning the role, responsibilities and effectiveness of the Advisory Council.

10. Evaluate and make recommendations concerning the relationship between the Council and Council staff, the relationship between Southeast Community College and the Council and the degree of support provided the Project by Southeast Community College.

11. Design and conduct a survey of a sample of youth in the 15 County project areas. The survey to focus on the transition of education to employment by youth from 16 to 21.

12. Provide project management with technical assistance to the extent training and experience merits.

In return for the services the project agrees to pay Selection Research, Inc. a sum not to exceed $4,650.00. This amount covers all services listed. Payment will be based on monthly billings of work performed.

This agreement covers the period from June 1, 1977 through October 14, 1977.

Project Director

Selection Research, Inc.

Evaluation Design For the Project Entitled

Create A Community Education Work Council

Prepared By
Selection Research, Inc.
Lincoln, Nebr.

Evaluation Design For The Project Entitled

Create A Community Education Work Council

Attached are evaluation designs for the project objectives as the objectives stand on June 1, 1977. If the objectives are changed it will be necessary to change the evaluation design chart.

Included in the evaluation design charts are six reference points. The project objective is briefly summarized as the first reference point. Following the summary of the objective are the Information base for the objective, Information collection for the objective, Information analysis for the objective, and Information reporting for the objective. The final evaluation reference point is the criterion for the objective.

The evaluation design chart has been completed for both product and process objectives. Product objectives are identifiable on the chart by recognizing that a product objective has only an integer number while process objectives have two numbers separated by a hyphen. Thus, the first product objective is 1 and the process objectives associated with the first product objective are 1-1, 1-2, etc.

When numbering the product objectives a basic sequence is given, but it must be recognized that several product objectives may be in process concurrently. The same situation holds with process objectives in that several process objectives may be operational at the same time.

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
1. Project given as objectives	Project Records	By Timeline	Descriptive	End-of-Project Report	Objective written by 5-24.
1-1 Identify individuals to appraise project objectives	Project Records	Phase I	Descriptive	Interim Eval. Report	Individuals identified by 5-10.
1-2 Project objectives reviewed.	Project Records	Phase I	Descriptive	Interim Eval. Report	Judges approve
1-3 Revise Objectives	Project Records	Phase I	Descriptive	Interim Eval. Report	Material Revised
1-4 Steering Committee Approval	Project Records	Phase I	Descriptive	Interim Eval. Report	Majority Approve

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
2. Prepare survey proposal	Project Records	Proposal when requested	Descriptive	End-of-Year Report	Steering Committee Approval
2-1 Need for survey	Project Records	Phase I	Descriptive	Interim Evaluation Report	Steering Committee Approval
2-2 Set timelines	Project Records	Phase I	Descriptive	Interim Evaluation Report	Availability
2-3 Written proposal	Project Records	Phase I	Descriptive	Interim Evaluation	Approved by P.D.
2-4 P.D. submit proposal to committee	Project Records	Phase I	Descriptive	Interim Evaluation	P.D. submission of proposal

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
3. Identify agencies to institutions providing service to 16-21 year olds	Survey of agencies	Survey procedures	Descriptive	End-of-Project Report & Tech. Report	List approved by Steering Committee
3-1 List prepared	Project Records	Phase I	Descriptive	Interim Evaluation Report	List prepared
3-2 Submit list to committee	Project Records	Phase I	Descriptive	Interim Evaluation Report	Actual submission
3-3 Approval of contact sources	Project Records	Phase I	Descriptive	Interim Evaluation Report	Majority of Committee approve

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
4. Identify major employers in 15 county area	Survey of Employers	Survey Procedures	Descriptive	End-of-Project & Tech. Report	List approved by Steering Committee
4-1 List prepared	Project Records	Phase I	Descriptive	Interim Evaluation Report	List prepared
4-2 Submit list to committee	Project Records	Phase I	Descriptive	Interim Evaluation Report	Actual submission
4-3 Approval of contact sources	Project Records	Phase I	Descriptive	Interim Evaluation Report	Majority of committee approval

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
5. Identify sample of youth	Youth in 15 county area	Random sampling	Descriptive & Inferential Stat.	End-of-Project Report & Tech. Report	List approved by Steering Committee
5-1 Prepare list	Master student list	Phase I	Descriptive	Interim Evaluation Report	List available
5-2 Steering committee approval	Project Records	Phase I	Descriptive	Interim Evaluation Report	Majority approval

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
6. Collect unemployment for 15 county area	Various data sources	Documents and Interviews	Descriptive Stat.	End-of-Project & Tech. Report	Committee approval of report
6-1 State data collected	State records	During Phase I	Descriptive Stat.	Interim Eval. Report	Data available

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
7. Collect Federal & State Labor Laws	Various Data Sources	Documents & Interviews	Descriptive Statistics	End-of-Project Report & Tech. Report	Committee approval of report
7-1 Collect appropriate labor laws	State & Federal Agencies	During Phase I	Descriptive Statistics	Interim Evaluation Report	List available
7-2 Submit collected laws to review	Project records	During Phase I	Descriptive Statistics	Interim Evaluation Report	Actual submission

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
8. Collect data on transition of youth between education & work	Survey of youth, agencies, employers, and unemployment data and appropriate labor laws	Technical Reports	Synthesis of Technical Reports	End-of-Project Report	Committee Approval
8-1 Survey agencies & institutions	Survey of agencies	During Phase I	Descriptive	Technical Report	Report Available
8-2 Survey employers	Survey of employers	During Phase I	Descriptive	Technical Report	Report Available
8-3 Survey youth	Survey of youth	During Phase I	Descriptive	Technical Report	Report Available
8-4 Collect unemployment data	Various data sources	During Phase I	Descriptive	Technical Report	Report Available
8-5 Collect state & federal labor laws	Various data sources	During Phase I	Descriptive	Technical Report	Report Available

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
9. Compute & report survey results	Survey data	Survey Procedures	Descriptive & Inferential Statistics	End-of-Project & Tech. Report	Report Available & Reported
9-1 Compile data from agency results	Target groups	During Phase I	Descriptive & Inferential Statistics	Technical Report	Report submitted
9-2 Analysis of data overlap & duplication	Target groups	During Phase I	Descriptive	Technical Report	Report submitted
9-3 Analysis of data - strength & weakness	Target groups	During Phase I	Descriptive	Technical Report	Report submitted
9-4 Identify local unemployment rates	Various data sources	During Phase I	Descriptive	Technical Report	Report submitted
9-5 Review & interpret labor laws	Various data sources	During Phase I	Descriptive	Technical Report	Report submitted
9-6 Determine relevance of areas of data	Technical Reports	During Phase I	Descriptive	Technical Report	Report submitted
9-7 Prioritize needs	Technical Reports	During Phase I	Descriptive	Technical Report	Report submitted
9-8 Address results	Technical Reports	During Phase I	Descriptive	Technical Report	Report submitted

Evaluation Design Chart

Objective	Information Base	Information Collection	Information Analysis	Information Reporting	Criterion
10. Create program design and delivery system	Technical Reports	Data from surveys & reviews	Descriptive	End-of-Project Report & Technical Report	Design & System approved by committee
10-1 Analyze data	Technical Reports	During Phase I	Descriptive	Interim Evaluation Report	Written Report
10-2 Determine Relevancy	Technical Reports	During Phase I	Descriptive	Interim Evaluation Report	Written Report
10-3 Prioritize areas	Technical Report	During Phase I	Descriptive	Interim Evaluation Report	Written Report
10-4 Formulate design	Technical Report	During Phase I	Descriptive	Interim Evaluation Report	Written Report
10-5 Submit Design for review	Judges	During Phase I	Descriptive	Interim Evaluation Report	Judges Approve
10-6 Submit Design to committee	Committee	During Phase I	Descriptive	Interim Evaluation Report	Committee Approve
10-7 Approval of committee	Committee	During Phase I	Descriptive	Interim Evaluation Report	Committee Approve

Education-Work Council

Survey Procedures

The Education-Work Council proposal includes the requirement that several surveys be completed. As a general procedure the following survey sequence is recommended when developing and implementing each survey.

A. Planning

1. Define the problem. Before commencing either the specific planning of the survey or implementing specific procedures carefully define the problem. Problem definition should include a clearly stated purpose and the information desired.
2. Develop a sampling plan. Once the problem is defined specific procedures can be developed. The first specific procedure should be the development of a sampling plan. The sampling plan should include a definition of the population to be sampled. After the population is specified sampling procedures can be defined and stratification variables, if appropriate, specified. Actual sample selection can commence once the preceeding has been completed.
3. Specify data collection procedures. Either concurrent with the above or following the above data, collection procedures should be clearly specified. This specification should include collection format, personnel responsibilities, and follow-up procedures.
4. Specify data analysis and reporting procedures. Data analysis should be defined before the data is collected. This definition should indicate if the data is to be evaluated quantitatively or qualitatively or both and if quantitatively, the procedures to be used. Data reporting procedures should specify format, responsibilities, and timeline.

5. Construct instrument. The survey instrument can be written either concurrent with the above or following the above. Instrument construction includes the writing of items, the pilot testing of the items and, when appropriate, the revision of items before full scale administration.

B. Implementation

Implementation of a survey is a direct translation of the plan into operation. If the plan and instrument are adequate, minimal problems should be encountered in data collection, data coding, data analysis or data reporting.

From a time point of view data collection is typically the most time consuming. Data coding may, or may not, be time consuming. The time required for data coding will be a direct function of the survey instrument, if extensive use is made of open-ended questions, data coding will take some time. Data analysis time requirements will be a function of whether the data is quantitatively or qualitatively processed, if the data is electronically processed or mechanically processed, and if data analysis is descriptive or inferential. Data reporting, like the preceeding, should be a direct outgrowth of the plan.

The above procedure is schematically given in Figure 1.

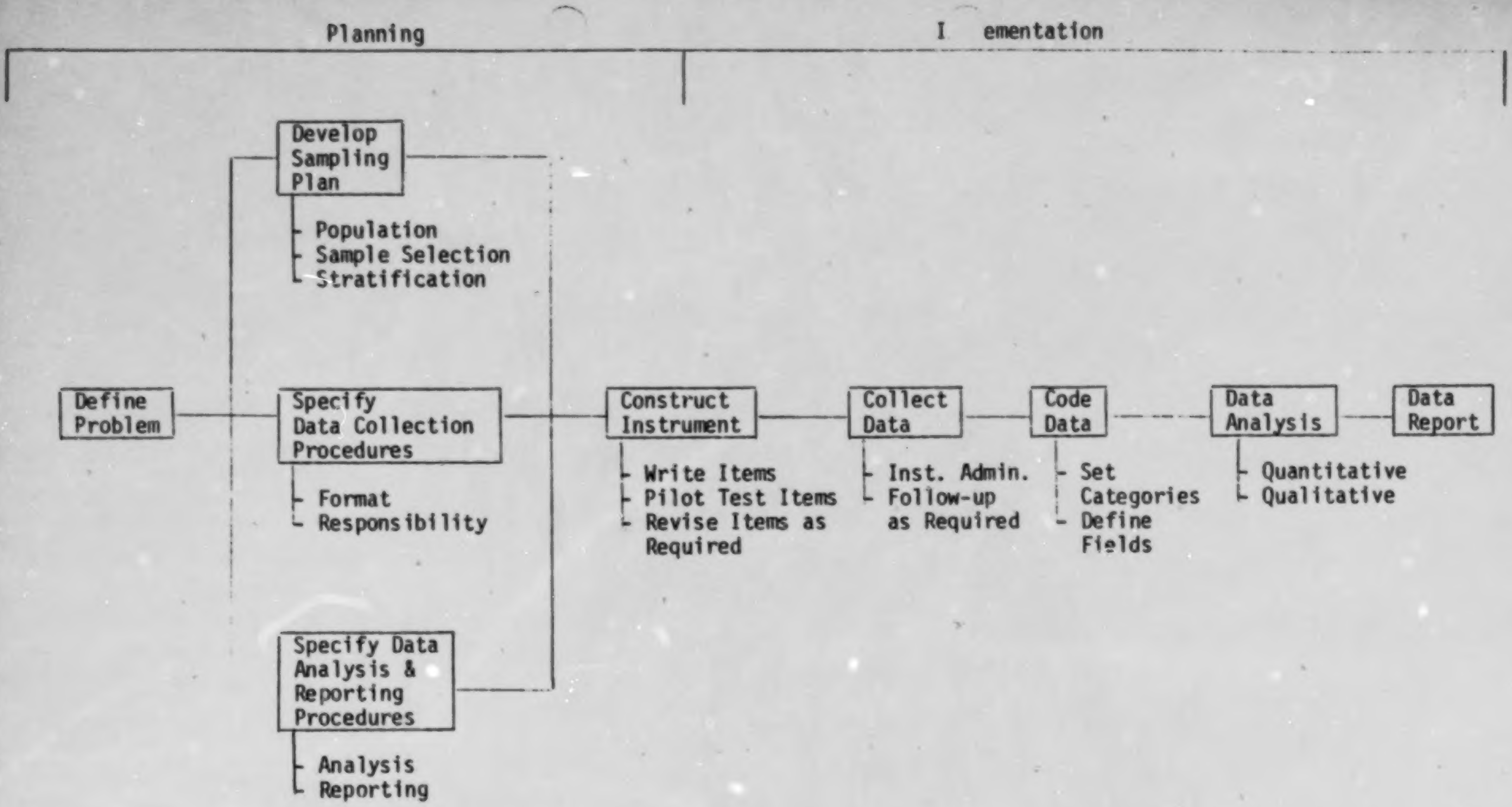

Planning
Implementation
Define Problem
Develop Sampling Plan
Population
Sample Selection
Stratification
Specify Data Collection Procedures
Format
Responsibility
Specify Data Analysis & Reporting Procedures
Analysis
Reporting
Construct Instrument
Write Items
Pilot Test Items
Revise Items as Required
Collect Data
Inst. Admin.
Follow-up as Required
Code Data
Set Categories
Define Fields
Data Analysis
Quantitative
Qualitative
Data Report

FIGURE 1

Survey Procedures

APPENDIX B

OPERATIONS TIME TABLE

START
Funding Received
3/15/77

Hiring of Staff
Director 4/1/77
Secretary 4/13/77

Organization of
Office
4/1/77 - 4/30/77

Selection of
Steering Committee
Completed 4/25/77

Selection of
Evaluator
4/27/77

Definition of
Project and
Role Identification of Council

Initial Definitions
5/1/77 - 5/31/77
Further Definition
Throughout Phase I

Evaluation
Design
5/30/77

Data Collection

Survey of Agencies
And Institutions

Survey of
Employers

Survey of
Youth

Collection of
Unemployment Data

Review of
Labor Laws

All Phases
6/1/77 - 8/31/77

Additional Data Will
Be Collected Throughout
the Program as Needed

Steering Committee
Expanded as Needs
Are Identified
6/1/77 - 8/31/77

In-Progress Evaluation
6/30/77
8/31/77

Data Synthesis

9/1/77 - 9/15/77

First Full
Council Meeting
9/77

Summative Evaluation
of Phase I

9/1/77 - 9/30/77

Draft Final
Report by
9/14/77

Final Report
10/14/77

Program Design

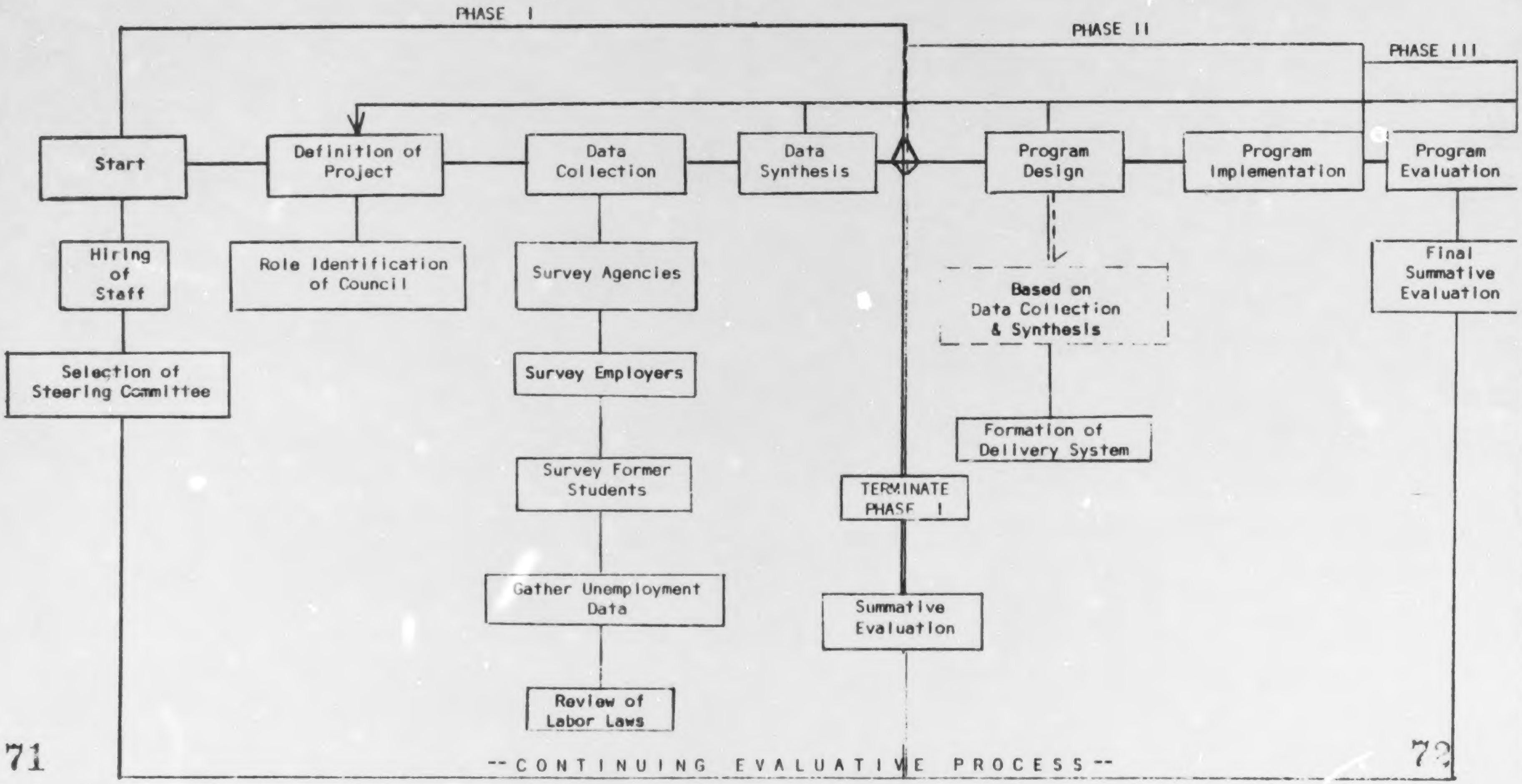
Formation of
Delivery System
9/1/77 - 10/1/77

Writing of Design
and Implementation of
Purpose Statements With
Product and Process Objectives
9/1/77 - 10/1/77

Program Implementation
10/1/77 - 10/1/78

Program Eva

Final Sum
Evaluation
9/1/78 - 10


PHASE I
PHASE II
PHASE III
Start
Definition of Project
Data Collection
Data Synthesis
Program Design
Program Implementation
Program Evaluation
Hiring of Staff
Selection of Steering Committee
Role Identification of Council
Survey Agencies
Survey Employers
Survey Former Students
Gather Unemployment Data
Review of Labor Laws
Based on Data Collection & Synthesis
Formation of Delivery System
TERMINATE PHASE I
Summative Evaluation
Final Summative Evaluation
--CONTINUING EVALUATIVE PROCESS--

APPENDIX C

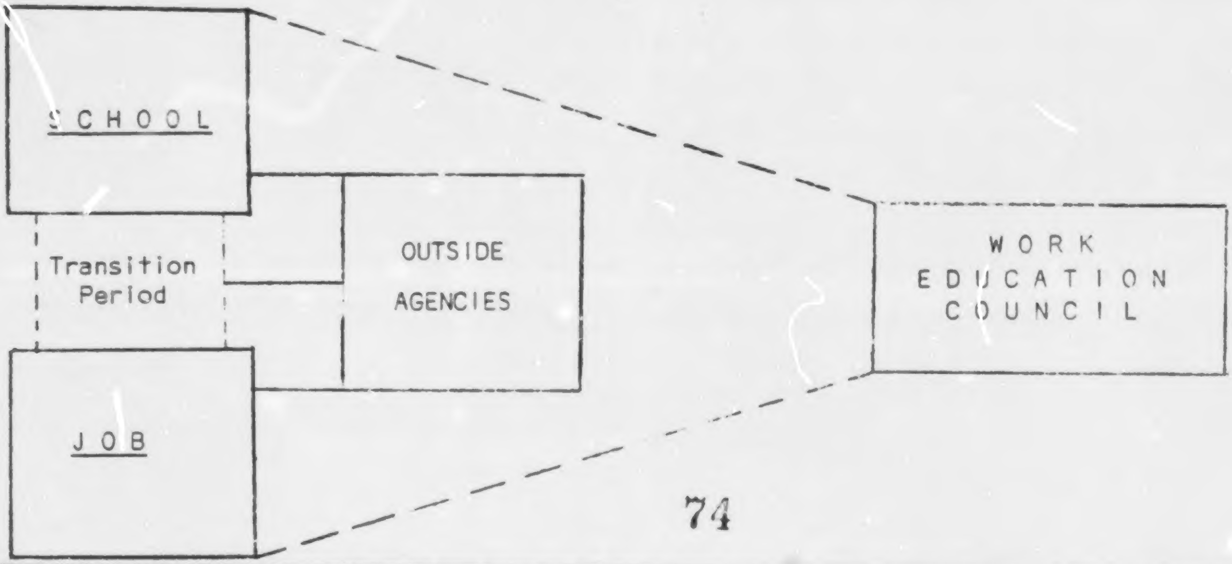
GENERAL PURPOSE STATEMENT

It shall be the intent of the Education-Work Council to serve as a community coordinating unit between public education, the world of work and those agencies designed to meet public need.

The Council will target on youth between the ages of 16 to 21 and the transition of those youth from education to work.

The Council will focus on the transitional period identifying needs and developing a collaborative process among those in charge of the education and work functions, including the public.

The Council is designed to function as a body representative of the Southeast Community College 15-county service area. Those counties include: Lancaster, York, Seward, Cass, Thayer, Jefferson, Richardson, Otoe, Johnson, Nemaha, Pawnee, Gage, Saline, Fillmore and Saunders.



CONCEPT STATEMENT
for
DESIGN APPROACH

It is the intent of the phase concept to establish programmatic structure through a data and evaluative base, allowing flexability for revision.

The evaluation process will occur throughout each phase of the program, with Phase III reflecting the final summative evaluation.

Phase I will consist of program definition, data collection and data synthesis. Phase II, program design and implementation, Phase III final program evaluation.

GOVERNING POLICIES

I. Role Identification of Council

  A. Establish direction of Council

    1. Selection of full Council vs selection of membership by area of input needed.

    2. Creation of task forces.

  B. Establish mechanics of Council operation.

    1. Attendance policies

    2. Replacement of individual Council members

    3. Length of term served by individual Council members

    4. Election of Council Chairperson

    5. Frequency of meetings

    6. Establish the number constituting a quorum

    7. Establish majority vote process

  C. Approval of on-going time lines for individual program components.

    1. Data collection

    2. Data synthesis

    3. Formation of program design

    4. Program implementation

    5. Program evaluation

  D. Identify and/or approve means of research needed to diagnose the transition of youth from education to work.

  E. Approve research to identify overlapping and duplication of services.

  F. Determine necessary services not currently being provided.

G. Coordinate existing services and initiate non-existing services through established agencies.

H. Integrate services to establish effective delivery and comprehensiveness in meeting the needs of youth.

PHASE I

PURPOSE STATEMENT

Program Phase I deals with project definition, role identification of Council, data collection and data synthesis.

Program definition and role identification of the Council are described within the General Purpose Statement. Further definition will be established upon completion of Phase I.

Data collection will include the identification of the following:

1. Services available to youth through existing educational institutions and social services agencies.
2. Employer operations, needs, educational services available to employees and recommendations.
3. Youth's awareness and use of services available through educational institutions and social service agencies.
4. Youth's needs during the transition from education to work.
5. Unemployment rates in the 15-county area.
6. Laws affecting youth employment.

Data synthesis will provide information pertaining to the following areas:

1. Identification of services to youth and possible overlapping and duplication of these services.
2. Employer-based data.
3. Youth's perceptions of education, service agencies and work.
4. Identification of youth needs.
5. Barriers youth face in the transition from education to work.
6. Law review consensus.

Data collection and synthesis will identify areas of need which will be prioritized according to data reinforcement and relevance.

PHASE I OBJECTIVES

I. PROJECT DEFINITION

A. Role Identification of Council

1. PROJECT OBJECTIVE

By May 20, 1977, the Project Director will formulate a purpose statement, a flow chart of program components and product and process objectives in coordination with the flow chart. This information will be presented to individual Steering Committee members for review and input. Discussion and final approval will occur at the Steering Committee meeting May 24, 1977.

2. PROCESS OBJECTIVES

   a. By May 10, 1977, the Project Director will designate three individuals, independent of the Steering Committee, to appraise the proposed purpose statement, flow chart, product and process objectives.

   b. Prior to submitting the purpose statement, flow chart, product and process objectives to the Steering Committee, the Project Director will have the three designated individuals review the material in terms of content and comprehensiveness.

   c. After receiving input from three outside sources, the Project Director will revise the material accordingly and present it to the Steering Committee for review and revision.

   d. With revisions made, the Steering Committee will designate final approval through majority vote.

II. DATA COLLECTION

A. Survey Proposal

1. PRODUCT OBJECTIVE

Project technical assistance will prepare a survey proposal targeted on youth 16-21 with initial approval from the Project Director. The survey proposal, including methodology, will be submitted to the Steering Committee for final approval prior to implementation.

2. PROCESS OBJECTIVES

a. The need for and a delivery system for a survey will be confirmed by a majority of the Committee as evidenced through written approval maintained in project records.

b. Time lines of data collection and systhesis will be determined.

c. The proposal will be written and submitted for approval by the Project Director.

d. The Project Director will submit the proposal to the Steering Committee for approval.

B. Survey of Agencies and Educational Institutions

1. PRODUCT OBJECTIVE

In cooperation with the Steering Committee the Project Director will identify social service agencies and educational institutions that are providing services to youth between the ages of 16-21. A list of those agencies, institutions, and their related councils will be compiled as contact resources in order to gain specific information on services performed as well as the number of individuals being served. Approval of the list will be by a majority of Steering Committee members.

2. PROCESS OBJECTIVES

   a. A list of service agencies and institutions will be prepared by the Project Director with input from the Steering Committee.

   b. The agency listing will be submitted to the Steering Committee review and approval of each specific agency to be included in the survey.

   c. A majority vote will constitute approval of contact resources.

C. Survey of Employers

1. PRODUCT OBJECTIVE

In coordination with the Steering Committee the Project Director will identify major employers within the fifteen-county area. The selected employers will serve as contact resources to gain an awareness of their needs, the barriers identified with youth employees, educational opportunities within their organizations, and other relevant data. Approval of the list will be by majority vote of the Committee.

2. PROCESS OBJECTIVES

   a. A list of major employers will be compiled by the Project Director in coordination with the Council.

   b. The employer list will be submitted to the Steering Committee for review and approval of each specific employer to be surveyed.

   c. A majority vote will constitute approval.

D. Survey of Youth

1. PRODUCT OBJECTIVE

In coordination with technical assistance, the Project Director and the Steering Committee, a sample of youth will be identified in the

15-county area. These individuals will serve as contact resources in the identification of transitional barriers within and between education and work and their knowledge and use of existing services. Approval of the sampling will be by majority vote of the Steering Committee.

2. PROCESS OBJECTIVES

   a. A cross-sectional list of individuals between the ages of 16-21 will be compiled in cooperation with the Project Director, Steering Committee and technical assistance.

   b. The Steering Committee will have final approval of those individuals or categories of individuals to be surveyed.

E. Collection of Unemployment Data

1. PRODUCT OBJECTIVE

The Project Director in coordination with technical assistance will gather existing unemployment data for the fifteen-county area. This data will provide a percentage for local youth unemployment rates.

2. PROCESS OBJECTIVES

   a. The Project Director will contact the State Department of Labor and Economics to gather the following data:

      1. population by county
      2. number of youth between the ages of 16-21 within each county
      3. unemployment rates within each county
      4. number of youth 16-21 who are seeking employment

F. Collection of Labor Laws

1. PRODUCT OBJECTIVE

The Project Director will collect current state and federal labor laws. The laws will be reviewed by the Council, technical assistance and the Project Director.

2. PROCESS OBJECTIVES

a. The Project Director will collect existing labor laws from the State and Federal Labor Departments.

b. The Project Director will submit the laws to the Council and technical assistance for review.

G. Methods and Areas to be Surveyed

1. PRODUCT OBJECTIVE

Collect data on the existing conditions influenceing the transition of youth between education and work. The survey method will consist of direct and telephone interviews.

2. PROCESS OBJECTIVES

a. Survey purpose of social agencies and educational institutions, services they provide to youth 16-21, and recommendations for services needed by youth during the transition period.

b. Survey employer needs, use of workers between the ages of 16-21, barriers identified with youth employees, educational services available to employees and transitional recommendations.

c. Survey a sample of youth between the ages of 16-21 to identify knowledge and use of existing services and barriers they encountered within and between education and work. The sample will include the following:

1. High school drop-outs between 16-21.
2. Recent high school graduates and their present expectations. These individuals will be part of a follow-up process implemented to measure expectations against actual circumstances. The follow-up will occur at several 3-month intervals.
3. Youth employed directly out of a secondary educational institution.

d. Collect unemployment data within the 15-county area.

e. Collect state and federal labor laws.

III. DATA SYNTHESIS

A. PRODUCT OBJECTIVE

In coordination with the Project Director, technical assistance will compute and report the survey results to the Steering Committee. Phase II of the project will be defined through data synthesis.

B. PROCESS OBJECTIVES

1. Compile survey data from social service agencies, business and youth.
2. Analyze program overlapping and duplication.
3. Analyze areas of strengths and weaknesses within provided services.
4. Identify local unemployment rates.
5. Review and interpret laws, noting areas of possible legal reform.

6. **Determine** relevance of specific areas of data collection.

7. Prioritize identifiable needs by the amount of reinforcement reflected through data collection.

8. Address results of data collection to further the stabilization of program definition and Council role identification.

PHASE II

PURPOSE STATEMENT

PHASE II OBJECTIVES

I. PROGRAM DESIGN

A. Formation of Delivery System

1. PRODUCT OBJECTIVE

   In coordination with the Council and technical assistance, the Project Director will create a program design and delivery system based on data collection and synthesis.

2. PROCESS OBJECTIVES

   a. Analyze data that has been collected and synthesized.

   b. Determine relevancy of specific informational findings to the purpose of the program.

   c. Prioritize the areas of need to reflect the basic direction of the project.

   d. The Project Director will formulate a program design which will focus on prioritized needs.

   e. The Project Director will submit the proposed program design to three sources independent of the Council for review of content and comprehensiveness.

   f. After receiving input from three individual sources, the Project Director will submit the proposal to Council members for review and revision.

   g. After appropriate revision, the proposed design will be approved by majority vote of the Council.

* * * * * *-* * * * *

Data synthesis and formation of a program design will strengthen and stabilize project definition and role identification of Council.

II. PROGRAM IMPLEMENTATION

A. PRODUCT OBJECTIVE

The program will be implemented according to the design and delivery system.

PHASE III

PURPOSE STATEMENT

PHASE III OBJECTIVES

I. PROGRAM EVALUATION

A. Final Summative Evaluation

APPENDIX E

Southeast
community college

ROBERT S. EICHER, *Area President*
2120 South 56th Suite 102
Lincoln, Nebraska 68506
402/489-9624

BEATRICE CAMPUS **FAIRBURY CAMPUS** **LINCOLN CAMPUS** **MILFORD CAMPUS**

On March 15, 1977, the Southeast Community College Area Office received notification of funding for the creation of an education-work council. The grant was awarded by the American Association of Community and Junior Colleges with funding provided through the National Department of Labor.

Southeast Community College is one of six sites selected for the pilot project. The other locations are as follows:

St. Albans, Vermont
Tullahoma, Tennessee
Enfield, Connecticut
Fairbanks, Alaska
Bayamon, Puerto Rico

Lonnie Johnson, Administrative Director, will oversee the operation as supervisor to the project staff which includes myself, Peg Novotny, as Project Administrator and Barb Paullin, as secretary.

The concept which originated the Community Education-Work Councils was designed by Willard Wirtz, former Secretary of Labor. Mr Wirtz's philosophy and intentions for the Community Councils are published in his book entitled The Boundless Resource.

The purpose of the Council is to coordinate a continuous relationship between education and work which will facilitate the tranisiton of youth from school to jobs. The project will focus on youth between the ages of 16-21 and the barriers they encounter in both education and work settings.

ROBERT WEKESSER
Chairman
G. ALAN DUNLAP
Vice-Chairman
LAWRENCE BECKLER
KATHERINE BRAUER
GARY CARSTENS
TED DOYLE
LORETTA DRAPER
MARGE HAESSLER
EARL KRAFT
DON NIELSEN
BETTY SCHLAPHOFF

The Council will consist of approximately 25 representatives from the Southeast Community College 15-county area who are in the best position to influence success through the education-work transitional period. Examples of such representation are as follows:

1. State and local governmental agencies
2. Representatives of organized labor
3. Representatives of manpower agencies
4. Employers
5. Teachers and Administrators
6. Parents
7. Youth
8. Civic leaders

A Steering Committee has been formed representing the following agencies:

1. State Office of Planning and Programming
2. Labor Unions
3. Vision 17
4. Chamber of Commerce
5. S.C.C. Governing Board

It will be the responsibility of the Steering Committee to select the remainder of the Council membership as well as to define the direction of program design and implementation.

A council of this nature will be relying on the expertise of private business and public agencies as well as the College staff. Hopefully we can all work together in solving the problems incurred through the transition of youth from educational institutions into the world of work!

If you have any questions or ideas concerning the program, please contact me at (402) 489-9624.

Yours truly,

Peg Novotny
Project Administrator

PN/bjp

APPENDIX G

PROPOSAL
to
EDUCATION/WORK COUNCIL

OBJECTIVE: Lincoln CETA will provide funds to establish an "employer's service unit" to serve employers in the community in the coordination and provision of needed training programs. This unit will work between the various local training institutions and private sector employers to assure the best possible training curriculum, training methods, and on-site (business or plant) training opportunities.

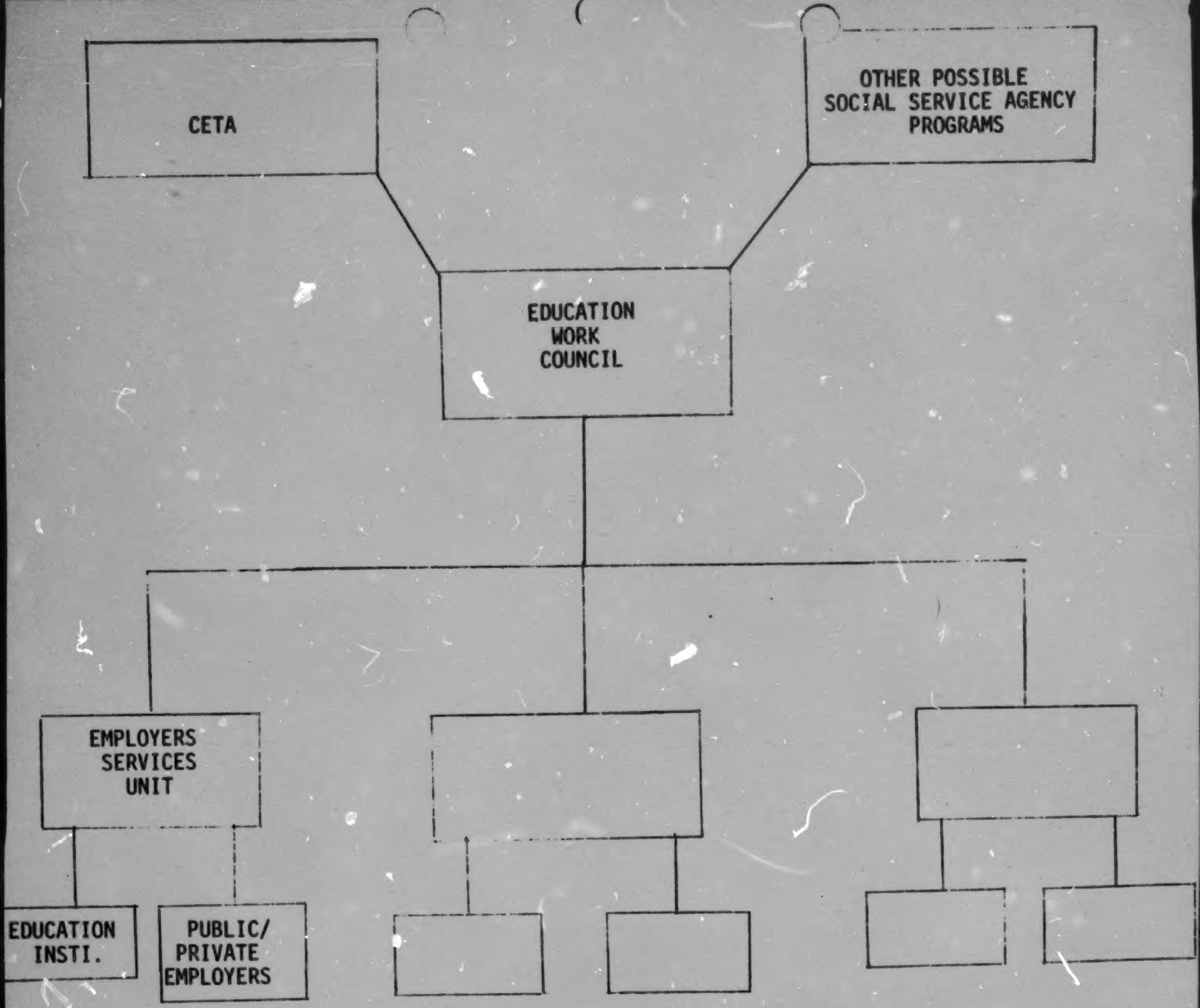
CONDITIONS:

1. Employers in the Lincoln area would establish a governing board to directly manage the activity of staff assigned to the "employer's service unit". The governing board would have full hiring and firing authority over the staff. The governing board and service unit must be willing to represent all private sector employers, large and small. In short, the governing board must assure fair and equitable service to all employers.
2. The "employer's service unit" cannot supplant existing personnel systems, or existing business and industrial training programs. The unit must provide training services beyond those normally provided by private sector employers. This can be accomplished in a number of ways, for instance, initiating change in curricula and methods of curriculum delivery through various training institutions, the provision of on-site vestibule training in industrial plants, the provision of occupational training on-site, and in cases where training occurs within the productive process or normal business functions, on-the-job training, with partial wage reimbursement from CETA for the extraordinary training time.
3. Lincoln CETA must contract with a legal entity to assure a legally binding agreement to establish the employer's service unit. In order to accomplish

this, a contractual agreement will be sought from an organization interested in effective training programs based upon the needs of local employers. Since it is felt the entire community could benefit from an employer's service unit, an organization will be sought which will be representative of a cross-section of community interests and support.

4. The "employer's service unit" must coordinate and provide training services for persons eligible and enrolled in CETA. However, the training mechanisms established through the activity of the unit, should provide valuable experience for employers and educators which will benefit Lincoln residents not being served by CETA.

PURPOSE: As the unemployment rate drops, employers have more difficulty finding qualified applicants for jobs. The problems of the unemployed are many. Often the problem is not attitudinal or lack of motivation, but merely not having the necessary occupational skills to compete for current available jobs. Training institutions must necessarily provide curriculum in courses where the likelihood of employment opportunities is excellent. However, many of those courses might be based in a more "real world" learning situation, with the result that a combination of training in basic skills and on-site training in procedures and processes may shorten the duration of training. If this is the case, mechanisms for training can be established to meet the immediate need employers are confronted with. Lincoln CETA views the initiation of an "employer's service unit" to be a viable approach to meeting the training needs of local employers and thereby provide training programs directly related to job availability.


CETA
OTHER POSSIBLE SOCIAL SERVICE AGENCY PROGRAMS
EDUCATION WORK COUNCIL
EMPLOYERS SERVICES UNIT
EDUCATION INSTI.
PUBLIC/ PRIVATE EMPLOYERS

APPENDIX H

Community
Education-Work Council
2120 South 56th-Suite 102 • Lincoln, Nebraska 68506 • (402) 489-9624

October 6, 1977

Of critical concern to social planners, educators, business and industry is the alarming rate of youth unemployment...unemployment that appears related to causes other than a lack of jobs, causes that seem more associated with the inability of youth to bridge the gap from education to work.

Willard Wirtz, former Secretary of Labor, very clearly articulated some of the problems in his book, The Boundless Resource. At the same time, he initiated the concept of work-education councils to address these problems. Southeast Community College, with the help of a federal grant, is sponsoring one of these councils. Although the College initiated the grant application and is lending its support to the project, the Council will serve as a community-based organization working to serve the needs of area youth in this transitional period.

The Council will be composed of community leaders like yourself from major segments of the Lincoln community. *We invite your participation!* The responsibility of the Council will be to identify the problems which face youth in our community when moving from educational institutions into the world of work. We believe *you* have an important contribution to make in this area of concern and sincerely hope you can dedicate some time toward this effort.

Your nomination has been proposed by the eight-member Steering Committee. The Committee and project staff have been establishing the foundation for the local Council since April, 1977, focusing on November 2, 1977 for the first Full-Council meeting.

My secretary and I are available to answer any questions you may have. We may be reached at 489-9624; and, if you wish, information is available for your review at our office. I'll be contacting you next week to ascertain your decision about participating in your community's Education-Work Council.

Sincerely,

Peggy A. Novotny
Project Administrator

APPENDIX I

PROJECT STAFF

C. Lonnie Johnson
Supervisor to the Project Staff
Southeast Community College
2120 South 56th #102
Lincoln, NE 68506

Peggy A. Novotny
Project Director
Southeast Community College
2120 South 56th #102
Lincoln, NE 68506

Chuck Paullin
Project Secretary
Southeast Community College
2120 South 56th #102
Lincoln, NE 68506

STEERING COMMITTEE MEMBERS

Jim Bradley
Chamber of Commerce
Beatrice,
Nebraska 68310

Jerry Kromberg (Chairperson)
State Office of Planning &
Programming
Box 93601
Lincoln, NE 68509

Earl Kraft
440 Jeffrey Drive
Lincoln, NE 68505

George Frye
Vision 17
620 North 48th #206
Lincoln, NE 68504

Arlie Heald
6200 South 14th
P.O. Box 2725 Station B
Lincoln, NE 68512

Dale White
City CETA
129 North 10th
Lincoln, NE 68508

Senator Steve Fowler
Nebraska State Capitol Bldg.
Lincoln, NE 68509

Dr. Robert Eicher
Southeast Community College
2120 South 56th #102
Lincoln, NE 68506

November, 1977

MEMBERSHIP

COMMUNITY
EDUCATION-WORK COUNCIL
Lincoln, Nebraska

Mr. Jim Bradley
Chamber of Commerce
Beatrice, NE 68310
(402) 223-2338

Mr. Charles Brazie
Executive Vice President
Home Builders Association
2536 "O" Street
Lincoln, NE 68510
432-3385

Dr. Dave Buettner
Lincoln Campus Director
Southeast Community College
2120 South 56th #206
Lincoln, NE 68506
474-1361

Dr. Robert Eicher
Area President
Southeast Community College
2120 South 56th #102
Lincoln, NE 68506
489-9624

Senator Steve Fowler
Nebraska State Legislature
Nebraska State Capitol Bldg.
Lincoln, NE 68509
471-2632

Mr. George Frye
Vision 17
620 North 48th #206
Lincoln, NE 68504
467-3564

Ms. Pearl Goldenstein
Board of Education
720 South 22nd
Lincoln, NE 68510
466-6884

Ms. Marge Harouff
Vocational Education
State Office Building
301 Centennial Mall South
Lincoln, NE 68509
471-2432

Mr. Arlie Heald
International Brotherhood of
Electrical Workers
P.O. Box 2725 Station B
Lincoln, NE 68512
423-4497

Mr. Rex King
Communications Workers of
America
2448 "N" Street
Lincoln, NE 68510
432-1334

Mr. Jim Knudtson
General Store Manager
Brandeis
"O" and 11th
Lincoln, NE 68508
477-1211

Mr. Earl Kraft
Kraft's Petroleum Co.
440 Jeffrey Drive
Lincoln, NE 68505
432-2841

Mr. Jerry Kromberg

State Office of Planning & Programming
Box 93601
Lincoln, NE 68509
471-2414

Mr. Gilbert Laws

United Rubber Workers of America
5724 Seward
Lincoln, NE 68507
466-5198

Mr. Sanford Nelson

Principal
Lincoln High School
2229 "J" Street
Lincoln, NE 68510
477-8741

Mr. James Nissen

Executive Vice President
National Bank of Commerce
13th & "O"
Lincoln, NE 68508
472-4321

Mr. Harry (Pete) Peterson

Community Representative
2621 South 40th
Lincoln, NE 68506
488-2637

Mr. Gordon Printz

Director of Governmental Affairs
Lincoln Chamber of Commerce
1221 "N" Street
Lincoln, NE 68508
432-7511

Ms. Alaina Putnam

Youth Representative
713 "B" Street
Lincoln, NE 68502
435-6280

Mr. Marty Ramirez

Minority Affairs Department
Seaton Hall #1209
University of Nebraska
Lincoln, NE 68588
472-2028

Mr. Dwaine (Scott) Rogge

Youth Representative
1835 Monterey
Lincoln, NE 68506
489-1384

Mr. Jerry Se[illegible]in

Director of Human Resources
Bryan Hospital
4848 Sumner
Lincoln, NE 68506
483-3683

Ms. Lucy Smith

Gould Division
Bruning Corporation
P.O. Box 81247
Lincoln, NE 68501
489-6536

Mr. Dale White

City CETA
129 North 10th
Lincoln, NE 68508
474-1328

Mr. Steve Williams

Youth Services System
2201 South 11th
Lincoln, NE 68502
475-6261

APPENDIX J

City of Lincoln County/City Building Lincoln, Nebraska 68508 Telephone (402) 475-5611 Helen G. Boosalis, Mayor

LINCOLN

October 5, 1977

Ms. Peg Novotny
Program Administrator
Community Education/Work Council
2120 South 56th Suite 102
Lincoln, NE 68506

Dear Ms. Novotny:

The Youth Employment and Demonstration Projects Act of 1977 has recently been signed into law. The regulations to implement this legislation requires the formation or expansion of a Youth Planning Council, to make recommendations regarding the planning and review of programs to Mayors Manpower Planning Advisory Council, under Title III, Part C of the Act.

I am advised that the Education Work Council, of which you are Program Administrator, focuses on the transition difficulties from school to work of youth ages 16 through 21. I recall from our meeting of July 13, 1977 when you described the purpose and the make up of that council, that several of the proposed members were representative of groups or organizations that new CETA legislation requires. It would appear that the target group and the requirements of the youth legislation efforts closely parallel the activities and concerns of the Education Work Council.

In an attempt to avoid possible duplication of planning efforts and program development, and hoping to fully utilize the statistical research and expertise of the Education Work Council membership, I would like to extend an invitation to the Education Work Council, or its' selected individual members, to become participants in the planning efforts necessary to implement the new youth legislation.

Should you, or any of your Council members elect to participate or have any questions regarding this matter, please contact Mr. Staberg of the City's Manpower Office, at 474-1328. Because of the usual tight time constraints, an initial orientation and coordination meeting for the Youth Planning Council has been set for Thursday, October 13, 1977, 10:00 a.m. in the CETA offices.

I sincerely hope that through the coordinated efforts of CETA and the Education Work Council, that we may accomplish a community program to address the many problems of youth unemployment.

Sincerely,

Helen G. Boosalis

Helen G. Boosalis
Mayor

HGB:lf

ATTACHMENTS

In Order As Presented In Text

CURRENT COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	1	4%
Public Service*	6	24%
Education	5	20%
Organized Labor	3	12%
Business*	5	20%
Associations	3	12%
Parents	→	→
Media	→	→
Youth	2	8%
Others (identify)		
Totals:	25	100%

90% of the members are parents

School media will be represented at all meetings. These are open meetings, the school will release information to the press via public information department.

*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

MINUTES

Steering Committee Meeting
May 4, 1977

The Education-Work Council of Nebraska held its first Steering Committee meeting May 4, 1977.

Those in attendance were:

Earl Kraft - S.C.C. Board Member & Petroleum Company Owner
Jim Bradley - Beatrice Chamber of Commerce
Arlie Heald - International Brotherhood of Electrical Workers
Russell Usnick - Vision 17 (Sitting in for George Frye)
Jerry Kromberg - State Office of Planning and Programming
Bob Eicher - President, Southeast Community College
Lonnie Johnson - Assistant to the President, S.C.C.
Gary Hoeltke - Selection Research Incorporated
Gary Lorenzen - Selection Research Incorporated
Peg Novotny - Project Director
Chuck Paullin - Project Secretary

Dr. Eicher opened the meeting by welcoming the committee members. Lonnie Johnson gave a presentation on the process used to obtain the grant and an explaination of the grant package.

Peg Novotny described the program funding precedures and the basic philosophy and mission of the Education-Work Council as presented in the Boundless Resource. Copies of the Boundless Resource and pending youth legislation were distributed to the committee members.

Jerry Kromberg of S.O.P.P. presented the question, "From what source does the Council gain its credibility?" The philosophy of the Council acting as an autonomous group was pursued. Jerry feels that the Council should be attached, for credibility purposes, to either a governor, mayor, state agency, or an existing council. He felt that the assumption of operating autonomously might be a flaw in the national design.

It was decided that the next step would be to formulate basic program guidelines. The Project Director will have the responsibility for guideline development with final approval from the committee. It was also decided that a survey of existing services for youth should ensue.

The next Steering Committee meeting will be held May 24, 1977 at 3:30 P.M. in the College Area Office.

MINUTES

Steering Committee Meeting
May 24, 1977

Those in attendance were:

Arlie Heald	International Brotherhood of Electrical Workers
George Frye	Vision 17
Jerry Kromberg	State Office of Planning and Programming
Dale White	CETA Program Manager (Resource person)
Jim Kohler	City CETA Management Information Specialist (Resource person)
Gary Lorenzen	Selection Research Incorporated
Gary Hoeltke	Selection Research Incorporated
Peg Novotny	Project Director
Chuck Paullin	Project Secretary

Peg Novotny opened the meeting, briefly explaining the program flow chart.

Jerry Kromberg lead the discussion in reference to the Council credibility factor. It was suggested that the Council could possibly be attached to the following:

1. State Manpower Council
2. Southeast Community College Board
3. Career Education Council
4. The Governor

The need for an Education-Work Council was also discussed. Jerry indicated that there were many councils, some dealing with the same issues.

It was suggested that existing councils should be surveyed to determine their purpose. This would possibly answer the question of council necessity. The Project Director pointed out that in order to survey councils, the representative agency would have to be contacted to identify their individual councils.

The Steering Committee agreed to the survey of agencies and councils. It was felt that the need for a council would be determined after the survey data was collected.

MINUTES

Steering Committee Dinner Meeting

July 25, 1977

Those in attendance were:

Jim Bradley	Beatrice Chamber of Commerce
Earl Kraft	S.C.C. Board Member & Petroleum Company Owner
Lonnie Johnson	Assistant to the President, S.C.C.
Arlie Heald	International Brotherhood of Electrical Workers
Lindsay Campbell	National Department of Labor
Jim Mahoney	National Project Director, A.A.C.J.C.
Dale White	City CETA
Robert Eicher	President, S.C.C.
Jerry Kromberg	State Office of Planning & Programming
Gary Hoeltke	Selection Research Incorporated
George Frye	Vision 17
Peg Novotny	Project Director
Chuck Paullin	Project Secretary

Peg Novotny opened the meeting by thanking everyone for coming and asked those present to introduce themselves and give a brief synopsis of their role in the Community Education/Work Council.

Following the introductions, Peg asked Mr. Campbell, National Department of Labor, to explain the role of D.O.L. in the Education/Work Councils across the nation. He traced the genesis of the project concept from its initiation under then President Ford in 1974 to the present time.

One of the important items mentioned was that the AACJC project was a part of a consortium which includes the National Manpower Institute and the National Alliance of Businessmen. He also gave a brief description of the differences and similarities between these projects.

The major concerns of the DOL include:

1. This is to be a collaborative process rather than a cooperative process.
2. They want to increase the awareness of communities as to the problems youth are facing in the transition from education to work.
3. The dissemination of occupational information.

4. Reducing the barriers of employment to youth...changing employer attitudes.
5. Increasing the opportunities for career exploration.
6. Implementing the concept of career education.
7. Improving counseling services and other services for youth.
8. Getting communities to accept the responsibility for identifying the problems which face youth, then establishing programs to address these problem areas.

Mr. Campbell mentioned that DOL is interested in being responsive to the needs as articulated by the communities, rather than trying to guide their activities...they are interested in the collaborative process.

Jim Bradley brought up a point which appears to him to be a "conflict" of government"...If the new minimum wage increases, the government projects that the amount of jobs lost to the 16-19 year olds will be significant. His point was that on the one hand we are saying that we want to find out how we can help the job opportunity sector (training, etc.), particularly youth of this age category, and on the other hand, the government is taking steps which will create or enhance these problems.

Lindsay countered with the explanation that what we are dealing with here is an attitudinal problem on the part of employers and the lack of community interest in the problems that youth encounter during this transition.

Another problem Mr. Bradley mentioned is that we seem to be training people to seek employment outside of the state. He said that perhaps there is something we could be doing (particularly in the community colleges, etc.) to attract brainpower back into the state.

DISCUSSION -- centering on rural areas, lack of economic development, lack of jobs and job opportunities as a problem area the Council could consider addressing.

Jim Mahoney interjected with the comment that perhaps one of the problems is that the training given in the state may not be tied to the job positions that are available here. A possible function of this Council could be to collect information that would identify the position needs in the state.

DISCUSSION -- with regard to job opportunities, availability, etc., both on the national level and the state level, the role or possible role of this and similar councils in addressing this problem, etc. There were, of course, no conclusions to be drawn from this interchange.

One interesting segment of the discussion centered on the entire concept of work as it is now defined (i.e. 40-hour work week) and also education as it is now defined.

Dale White introduced his concept for initiating an Employer's Service Unit. To accomplish this, Lincoln CETA would utilize the mechanism of having an Employer's Service Unit that is directed and managed by private employers (all employers, regardless of size; labor unions, etc.). The function of this ESU would be to deal with four-year colleges, community colleges, any educational unit and to impact on their training needs for locally defined jobs. Dale would like to propose that the funding be channeled through the Education/Work Council. To do so, it would be necessary for the Council to incorporate so that CETA could contract with a legal entity.

After contacting AACJC and DOL, it has been found that this is a possibility. The funding through DOL to AACJC to SCC would remain as is to provide staff support and functional support to the Education/Work Council. This body (the Council), being an independent organization, would express that legally through incorporation...thus allowing the Council to enter into contractual agreements with CETA or other community agencies. It would give them a power base from which to draw.

Lincoln CETA will provide the funds to establish the ESU, with the Council functioning as a funneling unit. CETA would establish the following requirements: that this ESU would be formed for training purposes...they would have to train above and beyond that done by private, profit units. CETA would be willing to pay for the local labor market information (of value to the Council), career education, career awareness in this community. The other stipulation is that, because of the basis of the funding, this project would have to serve Lincoln. It would, however, provide a model for outstate and funding could be requested from Balance of State once the program is proven viable.

In Lincoln, this ESU would have to serve more than just youth, it would have to be opened up to all ages. "We are dealing with structural unemployment, what better way to deal with it then to have the employers define the training needs...with a job at the end. This would provide a mechanism for employers to be involved with educational institutions to bridge that gap we have been discussing. This would be a COMMUNITY project."

Dale's challenge to the Committee -- Are they willing to incorporate to accomplish this goal??? It would involve electing a Chairman and involving the private sector as well as greater union representation on the Council. It was stressed that this proposal would incorporate the major concept behind the Education/Work Council -- Collaboration and Coordination of effort. The proposed ideas are only one area of invovement which the Council could be a part of -- this proposal would not be the Council's sole purpose.

DISCUSSION -- with regard to the statistical viability of this proposal. Gary Hoeltke was concerned that not enough of a data base was presently available to make such a decision. Jim Mahoney suggested that the project, while focussing on the 16-21 year olds, does not exclude all age groups. There were further comments from Gary and Dale with regard to the ESU and the present work being done (data collection) by project staff. Peg mentioned that the main points being projected from the survey interviews were: career awareness and preparation for jobs.

The question regarding youth representation on the councils was raised by Jim Bradley. Mr. Mahoney explained that to date (considering that the councils have only been organized or in the process of organization since April) only one of the councils has done anything about this. That Council passed a resolution through the steering committee to develop a companion Youth Council whose chairman would serve on the Steering Committee or Board for the Council. All of the areas have taken the issue of involving the youth into consideration.

Mr. Bradley also raised a question concerning the "role" of the Council, with the explanation that to date, they have had no written definition of the "role". Peg explained that this is the purpose of the data collection we are now pursuing. In addition, if the Council would opt to adopt the proposed new design, the question of youth representation would be resolved.

DISCUSSION -- regarding the data collection and the "numbers game". One point Gary brought up was that he felt the Council should be aware of the number of youth being served by a program or likely to be served, to better plan their programs. Also mentioned was the fact that you must consider the value of the people being served as well as the number being served.

Jim Mahoney mentioned that one of the reasons he responded to The Boundless Resource was the frequent reference to evaluation and the numbers involved in evaluation. The writers suggested that numbers are important but also important are human values which cannot be numbered and cannot be quantified; but yet the impact that any program may have on that unquantifiable element is very significant.

In spite of the fact that they may not have numbers immediately but will be collecting them, Jim would counsel anyone to go ahead and adopt a program based upon the experience of people who are in the field. Both Dale's people and the people who have already been interviewed have demonstrated that the type of program Dale has suggested is needed. Employers have said that they need this kind of program and want to be involved.

DISCUSSION -- including such items as: the councils are interested in assisting people to more reasonably move from the world of education to the world of work (focussing on the 16-21 age range, but not restrictive to it); an explanation that this would not force the Council to go operational prematurely, but allowing itself to be a mechanism for employers to have more say in curriculum development. More detailed information was requested by the members of the Steering Committee. Dale will get this information to Peg for distribution as soon as possible.

It was agreed to schedule a Steering Committee meeting for August 18, 1977, at 3:30. By then, the members will have had time to consider the supplied data.

Jim Mahoney, National Project Director, American Association of Community and Junior Colleges, described his interpretation of the "role" of the councils. The councils have a number of specific characteristics:

1. They are, and must be, autonomous.
2. The problems youth have in moving from education to the work world are unique to each community.
3. Data must be collected.
4. This data must be analyzed to determine specific problem areas.
5. Strategies must be developed to deal with these problems.
6. These strategies often involve the council's becoming an operational entity (i.e. training center, placement center).
7. The program is actually designed to allow them to become a coordinating body.
8. Because of the representation, this body can exert pressure on the community to deal with identified problem areas.
9. The emphasis is on collaboration.

It is Mr. Mahoney's view that the Education/Work councils are units that attempt to bring together all of the forces in a community for resolving problems in that community.

Jim also gave a brief description of at least one identified problem being addressed at each of the project sites, and the way in which the problem is being approached. Each of the projects has initiated specific programs to address needs they have identified through their own experience or their own knowledge.

Mr. Mahoney and Mr. Campbell feel tremendous progress has been made in the three to four months the programs have been operating.

A brief summary or outline of Jim's perception of the "role" of the Council was promised and is attached.

COMMUNITY EDUCATION-WORK COUNCILS

WHO Local leaders from a wide range of community organizations who:

- -- are influencial in community and in organizations
- -- can make things happen
- -- can carry prestige of agencies to the council
- -- are experienced, insightful people
- -- are knowledgeable about city/area and aware of problems, concerns
- -- have common sense as it relates to how to deal with human problems
- -- are committed to improving quality of life in community

WHAT An autonomous group:

- -- which is not tied to one established organization, thus not moved by a single set of agendas and not confined by limits of turf.
- -- whose authority/influence/credibility is derived from individual respect in which members and their organizations are held in the community and in the thrust of the program which is to improve the quality of life in the community.

WHY Purposes are:

- -- to focus on problems of local youth (emphasis on 16-21) in their movement from schooling to career.
- -- to identify central transition problems through data collection and analysis, experience, and personal observation.
- -- to develop strategies to address problems.
- -- to encourage relevant agencies/organizations to initiate programs designed to reduce and/or eliminate problems.

HOW Collaboration which involves:

- -- independent action to establish its own organizational pattern, its own goals and objectives, and its own activities.
- -- willingness of each member to develop a perspective which encompasses professional responsibilities but reaches beyond these to consider the higher end of community good.
- -- recognition of and respect for the special concerns and capabilities of each member and the organization he/she represents.
- -- strong interest in devoting time to the council and in contributing to a free interchange of ideas, in overcoming biases and beliefs which have prevented joint action among represented organizations in the past, and in providing organizational resources helpful in solving youth transition problems.

MINUTES

Steering Committee Meeting
August 18, 1977

Those in attendance were:

Jim Bradley	Beatrice Chamber of Commerce
Earl Kraft	S.C.C. Board Member & Petroleum Co. Owner
Steve Fowler	Nebraska State Senator
Lonnie Johnson	Administrative Director, S.C.C.
Dale White	Director, City CETA
George Frye	Vision 17
Dave Buettner	Lincoln Campus Director, S.C.C.
Peg Novotny	Project Administrator
Chuck Paullin	Project Secretary

Peg opened the meeting with an explanation of the proposed budget for the coming fiscal year. Good News!!! The Council and its activities will be funded through October, 1978. Reality ** it has been speculated on the national level that Fiscal Year '78 allocations will remain at the original 6.5 month funding level. If any increase is realized for the next 12 month period, it will be minimal. In order to operate for 12 months on the initial dollar amount, budget line items have been reduced or eliminated. The two major eliminations and considerations at this time are the Coordinator's position and the third party evaluator currently contracted through S.R.I.

In order to operate and maintain an effective program, a communication network must be established to meet the needs of the communities and, without support staff operating within the area, we can not do justice to the people in the communities or to the program as designed. With this in mind, the Steering Committee Members may wish to give consideration to restricting the program to the Lincoln or Lancaster County area in order to be able to focus time and energy into an effective, viable model which could, possibly, be expanded to include the original target area at a later date. This would not preclude the need for representation and input from outlying organizations and residents of Southeast Nebraska.

DISCUSSION -- centering on alternative resources the Council might hope to draw on for support. It was the general consensus of those members present to seek out possible alternative means of continuing the program in the original 15-county target area. If, once this is thoroughly explored, it is not a possiblity, they would reluctantly pull-in the scope of the project and focus on a more constricted area such as Lincoln. This discussion was continued throughout the meeting as the minutes indicate.

Dale White distributed and introduced a summary of Part C, Title III, CETA's new legislation providing for youth programs. The presentation included the following information:

-- Please note the last sentence in Subpart I which reads, "Private sector employers may be reimbursed for up to the net cost of wages and training." This is new...never before have private sector employers been reimbursed to that extent. CETA has previously been able to reimburse employers for OJT up to 50% of the wages.

-- Subpart II provides for the solicitation of project proposals from various potential providers within the community. The purpose is to provide jobs for youth. All proposals will be submitted to the Mayor's Manpower Planning Council's subcommittee for youth services.

-- All programs listed under Subpart III are to be funded for one year. It will be at the discretion of Congress as to whether or not funding for these programs will be continued and if so, how.

-- The main thrust of these programs is aimed at youth in the lower income levels, however, up to 10% of the funds could go to serve youth from any economical background.

-- One stipulation is that 22% of the funds would be used to serve "in-school" youth. "In-school" is defined as youth in secondary schools, post-secondary schools, and community colleges.

-- Title VIII provides funds to the U.S. Department of Labor which in turn enters into an agreement with the Department of the Interior to run a YCC similar to the old CCC program...there is, however, little information available at this time.

-- In Lincoln, the Mayor has a subcommittee of Youth Services which is attached to the Mayor's Manpower Planning Council. It is the responsibility of that subcommittee to develop and plan for the initiation of new programs under this legislation.

-- The purpose in presenting this information to the Steering Committee is to make them aware of the legislation since it fits the purposes of the Council and the youth on whom we are focusing. It would be possible for the Council to submit a proposal under this legislation to receive funds for operation of a program either locally, or, by going through Balance of State CETA, in the outlying communities.

-- Timelines *** a proposal would have to be ready to be submitted by (this is an approximate time) the end of October or first of November with monies available January 1 for operation.

DISCUSSION -- regarding the possible formation of a consortium from the 14-county area which would include such organizations as Chambers of Commerce, educators, employers, etc. This consortium could then apply to Balance of State CETA for funds. This would, in essence, be a duplication of the Education/Work Council we are organizing with the possiblity of interaction between the two. In this way, the differences in the problems of the outer areas and Lancaster County could be more effectively dealt with.

*

At this point, the Committee moved on to Item III on the Agenda: Employers Services Unit Proposal and the Incorporation Process.

Mr. Johnson raised questions as to the relationship between the governing board mentioned in the proposal and the Council—whether the Council would act basically as a funds-funneling unit, and if, at some point in time, we no longer have the Council— would this put the ESU "out the door"?

Dale explained that the Council may want to consider making members of the Council a part of the membership of the ESU governing board providing a linkage between the two. This is not a situation where the Council would direct the ESU, the governing board of the ESU would have that function, and in this sense, the Council would not be operating the program, but would be serving as a funds funneling unit.

With regard to the question about the continuation of the Council and its effect on the ESU...the Council could, by entering into this program, have a better chance of perpetuating itself. All contracts are subject to the possibility of a decrease or loss of funding.

DISCUSSION -- centering on further facts regarding the ESU. The following facts were brought out:

-- Money for the staff of the ESU would be funneled through the Council while money for the OJT would be held internally by CETA for use by the ESU.

-- Funds could be provided for training purposes at institutions such as secondary schools, community colleges, universities, vocational/technical schools.

-- It would be possible to fund an orientation person to train new employees.

-- Vestibule and on-site training could be funded.

-- If you are looking at the "ends and means" for CETA -- the end is employment, therefore, the ESU would provide a direct link to the private sector...the private sector has the jobs...it makes sense to use this information to train participants for those jobs which are or will soon be available.

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Further discussion on the CETA proposal was postponed until later in the meeting in order to take up the problem of electing an acting chairperson for the Council. The person elected is to function in that capacity until such time as the full council is formed and active. A brief deliberation culminated in the nomination of Jerry Kromberg, State Office of Planning and Programming, to accept this responsibility.

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The focus of the meeting moved back to the CETA proposal:

-- There was discussion as to whether initiating and working with the CETA proposal would meet the original intent of the grant. The consensus was that it would meet the original intent and purpose of the grant.

-- With regard to hiring, firing, selection of staff for the ESU... the governing board of the ESU (which could possibly be a subcommittee of the Education/Work Council) could have this authority without the need for the entire Council being involved in these decisions.

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DISCUSSION returned to alternative funding resources for the Council's work. Senator Fowler asked about the possibility of the College's providing someone to work with the balance of the Southeast Nebraska area. Mr. Johnson explained that the College is still committed to making available the services of present College staff (i.e. admissions people, department chairmen) to work with business or industry. At the request of AACJC, and within the intent of the proposal, the College will give moral support and help where needed. As a possible source of additional funding or help, the College should not be ruled out. Mr. Johnson has offered to take this through the proper channels. As far as timelines are concerned, they would be talking of funding becoming available as of July, 1978.

The concept of splitting the Lincoln and outlying areas into two councils brought out the reluctant consensus that this seems to be necessary due to funding problems. Also mentioned, was the fact that Lincoln, being an urban area, has needs which often differ from those of the outlying districts. There is, therefore, some logic in splitting the day-to-day services while retaining the possiblity of close cooperation and joint efforts.

The next step --- doing some good solid exploration in terms of dollars.

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Attention was now focused on the topic of incorporation. Mr. Johnson has offered to have some articles of incorporation prepared for the members to review. Dr. Eicher has offered the services and support of the Southeast Community College legal counsel if the Council should wish to incorporate.

Things to be done: Mr. Johnson and Peg will be checking into incorporation procedures as well as possible outside funding sources (Vision 17, Department of Economic Development, Department of Labor, Balance of State CETA).

The September meeting will be scheduled at a later date.

MINUTES

Steering Committee Meeting

September 14, 1977

Those in attendance were:

Jim Bradley	Beatrice Chamber of Commerce
Steve Fowler	Nebraska State Senator
George Frye	Vision 17
Gary Hoeltke	Selection Research Incorporated
Lonnie Johnson	Southeast Community College
Jerry Kromberg - Chairperson	State Office of Planning and Programming
Peg Novotny	Project Administrator
Chuck Paullin	Project Secretary
Dale White	Lincoln City CETA

Jerry Kromberg, Chairperson, called the meeting to order and explained that the Council would be following the Nebraska Open Meeting Statute...notices of the meetings will be sent to members of the press and other appropriate persons and they will be public meetings.

Corrected copies of the minutes from the Steering Committee Meeting held August 18, 1977 were distributed. Jim Bradley moved the minutes be approved as revised and distributed, Lonnie Johnson seconded the motion...motion carried unanimously.

The Chairperson proposed that it was now time for the Steering Committee to formally adopt a work program for the coming fiscal year. Since the scope of the program hinges on the budget, he asked the Project Administrator to give a brief description of the budget.

Peg explained that the Project was originally funded for $33,862. While there is a chance this budget may be extended, at this point it is undetermined; therefore, it is safe to say we will have $33,862 (possibly up to $40,000) for the next 12-month period beginning October 19, 1977 to October 18, 1978. We should be notified of the approved amount by the end of September. Mr. Kromberg suggested the Committee should plan a program around the $33,862 budget we are assured of.

The question was raised, "Would this budget limit the scope of the Council to the Lincoln/Lancaster County area or allow it to cover the original 15-county area?"

Those are the two options available to the Council...Peg mentioned we could do some things (i.e. surveying) in the other 14 counties, but the scope would be minimal with the projected budget.

DISCUSSION - on defining the broad national goals for this project into a local program. Jim Bradley mentioned that with the budget as is, it would be better to initiate one in-depth program (i.e. Lincoln/Lancaster County) then, at some future time, if additional budgeting is available, to expand the program. With respect to the location of the project, it was the general consensus that with the resources available, the project would concentrate on the Lincoln/Lancaster County area. If additional resources should become available, the scope of the program could be expanded.

Attention was now focused on information from the recently completed data analysis on the Survey of Social Service Agencies as compiled by SRI. Copies of these results will be distributed to the members of the Steering Committee as soon as they are reviewed by the Project Staff. The following points were mentioned:

1. There was agreement that a problem does exist; however, there were diverse reasons given to explain this. The most predominant reason given is the lack of job skills.
2. Career awareness and career exposure were mentioned in both social service agencies survey and employer's survey.
3. There was agreement that there is a need for youth services, especially for those youth who do not fit the economically disadvantaged guidelines.
4. Lack of job seeking skills received attention from both sectors.

DISCUSSION led to the agreement that the following three elements be suggested as a work program for the permanent Education/Work Council:

1. An analysis of existing data describing perceived causes of the gap between education and work on the part of young people.
2. A description of data needed to better describe those causes.
3. Based on the above two elements, the adoption of a work program to, wherever possible, advise, devise, operate or initiated programs to address those problems.

Steve Fowler made the formal motion to make this a general work statement to the Council when formed...Dale White seconded the motion...motion carried.

The Committee's attention was now brought to Item V on the Agenda -- Nomination of the Permanent Council. The following seven elements were suggested for use in compiling the membership:

1. Industry
2. Education
3. Labor
4. Government
5. Youth
6. Community
7. At Large

It was further suggested that three members be chosen from each of the above seven elements, making a total Council membership of 21. This would allow the membership to be large enough to have broad based input and also allow for six members to be absent while retaining a workable membership of 15. There was general agreement to this concept.

Nomination by category are indicated on the attached sheet. Project Staff members will be contacting these nominees.

The Committee then moved on to Item VI of the Agenda. It was explained that the Legal Counsel of Southeast Community College is in the process of drawing up articles of incorporation which would meet the requirements of the Nebraska Statutes and the I.R.S. These will be distributed as soon as possible. Discussion focused on the fact that incorporation would allow the Council to draw upon many possible funding sources, not only the CETA proposal.

Dale White brought the Committee up-to-date with regard to the ESU project.

The next meeting was tentatively set for November 2, 1977. It was hoped that this meeting would include the total membership of the Council. It was suggested that the "kick-off" meeting be a dinner meeting. Final plans will be forwarded to all members as soon as arrangements are completed.

Meeting Adjourned...4:30 p.m.

Attachments: Agenda
Social Service Survey Results (S.R.I.)
Nominations for Permanent Council

Submitted by: Barbara J Paullin
Barbara J. Paullin ("Chuck")

Date: September 23, 1977

Approved: ______________________

NOMINATIONS FOR PERMANENT COUNCIL

CATEGORY	NOMINEE
LABOR	Arlie Heald - I.B.E.W.
	L.K. Emery - Retired Head of Machinist Union
	Norma Thiessen
	Rex King - Lincoln Central Labor Union
	Dick Dittenberg - Carpenter's Local
	Lloyd Mueller - Meat Cutters Union
	Gilbert Law - United Rubber Workers
EDUCATION	Lonnie Johnson - S.C.C.
	Jenne Garvey - Career Ed. Council Director
	Sanford Nelson - Principal, Lincoln High
INDUSTRY	Earl Kraft - Kraft's Petroleum Ind.
	Bob Peterson - Peterson Construction
	Jim Kudtson - Brandeis
	Clem Aguilar
	Representative from the Trade Association
GOVERNMENT	Dale White - City CETA
	George Frye - Vision 17
	Jerry Kromberg - SOPP
YOUTH	Three representatives to be chosen from diverse backgrounds.
COMMUNITY	Steve Fowler - Nebraska State Legislature
	Steve Williams - Y.S.S.
	JoAnne Maxey - Nebraska State Legislature
	Linda Northrup - L.A.P.
	Roberta Casteel - P.T.A.
	Rep. from the Council on the Status of Women
AT LARGE	Jim Bradley - Beatrice Chamber of Commerce
	Rep. from the League of Women Voters
	Mr. Pritchard - Lincoln Indian Center
	Gerald Henderson - (City) EEO
MISCELLANEOUS NOMINATIONS	Bob Filbeck - U.N.L.
	Dave Buettner - S.C.C.
	Phil Brewer - O.M.C.
	Dave Wolvin - Chamber of Commerce
	Jeff Jorgenson (DED)
	Dennis Kalavota - National Crane
	Dale LeBaron (MR. or MRS.) - Lincoln Plating
	Max Merritt - State Personnel

WORK/EDUCATION COUNCIL MEETING

September 14, 1977
New State Office Building
3:00 p.m. Room 2B

AGENDA

I. Call to Order	*Chairperson*
II. Open Meeting Statement	*Chairperson*
III. Approval of Minutes	*Chairperson*
Corrected copy will be distributed at the meeting	
IV. Work Program - Fiscal Year 1978	
Budget Outline	*Staff*
Discussion	*Council*
Adoption of Program	*Council*

V. Nomination of Permanent Council *

To select three from each of the following segments:

Industry
Education
Labor
Government
Youth
Community
At Large

VI. Other Business	
Consideration of Incorporating	*Staff*
Additional Funding	*Staff*
CETA Project Update	*Dale White*

VII. Adjourn

* *Please come to the meeting prepared to make nominations for the permanent Council*

SOCIAL SERVICE AGENCIES
PARTICIPATING IN SURVEY

Lincoln Chamber of Commerce
Dave Wolvin

Department of Education
Career Education Program

Vision 17
George Frye

City CETA
Dale White

Youth Conservation Corps
Bill Janssen

Region V Voc. Rehabilitation
Bonnie Watson

Region V Public Welfare
Mary Prier

Juvenile Probation
Bill Janike

Lincoln Action
Jesse Payne

Opportunities Industrialization Center
Bob Davis

Youth Services System
Jim Arnot

Department of Labor
Keith Meyers

W.I.N.
Candy Beach

Department of Welfare
Income Maintenance
Margery Wallace

Dept. of Vocational Education
Glenn Strain

Youth Employment Service
Nancy Long

ORGANIZATIONS PARTICIPATING
in
EMPLOYERS SURVEY

Augustum's Printing
Aldis Augstum

Standard Mill
Gus Mulder

Burlington Northern Railroad
Mr. Kallio

National Bank of Commerce
Tom Alexander

Goodyear Tire
Mr. Booth

McGinnis Ford
Cheryl Williams

Concrete Industries
Larry Seerly

Gooch's Mill
Paul Bebeau

Brandeis Department Store
Linda Hinichs

Hoppe Manufacturing
Lee Erisman

St. Elizabeth's Hospital
Robert Bexsel

National Manufacturing
Jack Hornig

Bankers Life Nebraska
Barbara Peters

Russell Stover Candy
Mr. Wandell

American Stores
Jack French

Mid America Web Press
Leonard McLein

Hilton Hotel
James Rodney

Woolco Department Store
Personnel Director

Kraft's Petroleum Co.
Earl Kraft

Hinky Dinky Grocery Store
Bob Steinberger

Lincoln Carpet Mills
Rex Story

ORGANIZATIONS PARTICIPATING in EDUCATIONAL INSTITUTIONS, PARENT & YOUTH GROUPS

Public School District - Lincoln
John Prasch - Superintendent

University of Hair Design
Mr. Howard - President

Educational Service Unit #6
Merle Ebers - Director

Wesleyan College
Dr. Evans - Dean of Academic Affairs

College View Academy
Dean Holmes - Principal

Southeast Community College
Jerry Gruber - Student Services Director

University of Nebraska
Mr. Williams - Counseling Services Director

Lincoln Learning Center
Ted McCartney - Program Adm.

Lincoln East High School
Mr. Rakers - Student Affairs Director

Junior Achievement
Dave Bishop - Director

Pius X High School
Sister Patricia Delaney
Roger Borders - Guidance Counselors

Cornhusker Council - Boy Scouts
Mr. Parker - Director
Mrs. Campbell

Lincoln High School
Dr. Jean Kleitsch - Counselor

Union College
Dean Hubbard - Academic Dean

Lincoln School of Commerce
Phyllis Wollaston - Academic Dean
Harlan Schlueter - Omaha Academic Dean (NCE)

Initials ______

SOCIAL SERVICE AGENCY SURVEY

NAME OF AGENCY: ______

POSITION OF INTERVIEWEE: ______

LOCATION OF AGENCY: ______

1. Does your agency provide services to youth 16-21 years of age?

   --What are those services?

   --How many youth are served per year?

2. In general, what problems seem to be most evident among the youth in that age range?

3. Do you find that youth 16-21 experience difficulties after completion or early termination from school in securing a job?

   --If yes, is there any specific cause for this difficulty?

   --Is there any one agency or combination of agencies that could effectively deal with these difficulties?

   --If yes, what agencies?

   --If no, would you say that existing services are adequate to get the job done?

4. Do you feel there is a need for direct services, beyond those provided currently, to aid the 16-21 year old in the transition from school to work?

--If yes, what services?

--Could such services be drawn together from various agencies operating programs to serve youth?

--In your opinion, how could this be done effectively?

5. Does your agency have any planning or advisory councils that would deal with program services or organizational objectives that would affect youth 16-21?

--If yes, name councils and chairperson(s):

6. ADDITIONAL COMMENTS:

______ Initials

EMPLOYER SURVEY

NAME OF EMPLOYING COMPANY: ______________________

POSITION OF INTERVIEWEE: ______________________

NO. OF COMPANY EMPLOYEES: ______________________

LOCATION OF COMPANY: ______________________

1. Do you hire youth 16 and 17 years of age?

--If yes, approximately how many?

--If no, why?

2. Do you hire youth between the ages of 18-21?

--If yes, approximately how many?

--If no or limited number, why?

3. In general, what problems seem to be most evident among youth between the ages of 16-21?

A. Training or lack of ...

B. Responsibility ...

C. Attendance ...

D. Turnover ...

E. Other ...

4. Do you believe that youth 16-21 experience difficulties after early termination or completion of school, in securing a job?

--If yes, is there any specific reason for this difficulty?

--Are you aware of any one agency, institution, or program service that could effectively deal with this difficulty?

--If no, would you say that existing services are adequate to get the job done?

5. Do you feel there is a need for direct services beyond those currently provided to aid youth 16-21 in the transition from school to work?

--What services?

--Could such services be drawn together from various agencies or institutions operating programs to serve youth?

--In your opinion, how could this be done effectively?

6. Do you have training benefits available to your employees?

--If yes, what are they (i.e. tuition reimbursement, company OJT, etc.)?

--If no, why?

7. Is your company represented on or have any planning or advisory councils that would deal with program services or organizational objectives that would affect youth 16-21?

--If yes, name councils and chairperson(s):

--If no, do you feel representation on such a council would be beneficial?

8. ADDITIONAL COMMENTS:

Initials ____________

EDUCATIONAL INSTITUTION
PARENT & YOUTH GROUPS
SURVEY

ORGANIZATION: ______________________________

POSITION OF INTERVIEWEE: ______________________

1. What counseling processes does your organization provide to youth between the ages of 16-21?

   Do you offer any training in job-seeking skills?

2. Do you find that youth 16-21 experience difficulties after completion or early termination from school in securing a job?

   -- If yes, is there any specific cause for this difficulty?

   -- Is there any one agency or institution or combination of agencies and institutions that could effectively deal with these difficulties?

   -- If yes, what agencies and institutions?

   -- If no, would you say that existing services are adequate to get the job done?

3. Do you feel there is a need for direct services, beyond those provided currently, to aid the 16-21 year old in the transition from school to work?

   -- If yes, what services?

   -- Could such services be drawn together from various agencies and institutions operating programs to serve youth?

   -- In your opinion, how could this be done effectively?

4. Does your organization have any planning or advisory councils that deal with program services or organizational objectives that would affect the transition of youth between school and work?

   -- If yes, please name councils and chairperson(s):

   -- If no, do you feel that representation on such a council would be beneficial?

5. ADDITIONAL COMMENTS:

ARTICLES OF INCORPORATION OF
COMMUNITY EDUCATION/WORK COUNCIL OF
SOUTHEAST NEBRASKA, INCORPORATED

The undersigned, being natural persons of the age of 21 years or more, hereby adopt the following Articles of Incorporation pursuant to the Nebraska Non-Profit Corporation Act.

ARTICLE I

The name of the corporation is Community Education/ Work Council of Southeast Nebraska, Incorporated.

ARTICLE II

The corporation shall commence doing business upon the issuance of the ceritficate of incorporation by the Secretary of State of the State of Nebraska and shall have perpetual existence thereafter.

ARTICLE III

This corporation is organized and shall be operated for charitable, scientific and educational purposes, and specifically to develop, support and coordinate programs and processes which will facilitate the transition of youth to productive roles within the community to be served, to conduct a continuing analysis to determine needs and opportunities to enhance the transition of youth to productive roles utilizing local, state and national information and resources, to assess and evaluate the 15 counties situated in Southeast Nebraska currently making up the area of Southeast Technical Community College as defined in Chapter 79, Article 26, of the Revised Statutes of Nebraska, to seek and administer grants and other funding which will further the objectives of the corporation, to identify the linkage between educational institutions, social service agencies and the employers to bridge the gap between work and education for work, and for such other purposes as are authorized by the laws of the State of Nebraska and not prohibited by the Nebraska Non-Profit Corporation Act nor by Section 501(c)(3) of the Internal Revenue Code of the United States of America, or acts amendatory thereof or supplementary thereto.

ARTICLE IV

Section 1. The corporation shall have and exercise all powers and rights conferred upon non-profit corporations by Section 21-1904, R.R.S. 1943, as it now is or may hereafter be amended, including the right to create such funds or trusts as the Board of Directors shall create for the purpose of receiving, holding or investing property, real or personal.

Section 2. No substantial part of the activities of this corporation shall be for carrying on propaganda, or otherwise attempting to influence legislation; nor shall the corporation participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, nor shall this corporation engage in any transaction, accumulation of funds, or any other activities prohibited to tax exempt, charitable, scientific and educational organizations at that time by the Internal Revenue Laws and other laws of the United States of America, or any laws of the State of Nebraska or any other state where such activities of this corporation are conducted.

Section 3. No part of the net earnings of this corporation shall inure to the benefit of any director, officer or private individual except as reasonable compensation for services rendered, goods received, and other property or valuable thing which may be acquired by the corporation for the accomplishment of its purposes.

Section 4. No dividends shall ever be declared or paid by this corporation, and upon termination or dissolution all of the remaining assets of this corporation shall be distributed, transferred or conveyed, in trust or otherwise, either to Southeast Technical Community College, or to such other organizations identified and associated with Southeast Technical Community College which are tax exempt organizations under the provisions of Section 501(c)(3) of the Internal Revenue Code of the United States of America or acts amendatory thereof or supplementary thereto. In the event that upon dissolution of the corporation Southeast Technical Community College shall not exist as it is now defined by Chapter 79, Article 26, of the Revised Statutes of Nebraska, all remaining assets, upon termination or dissolution of the corporation, shall be distributed, transferred and conveyed, in trust or otherwise, to the successor institution or institutions to

Southeast Technical Community College, with the exact identity of the successor institution or institutions to be determined by the corporation Board of Directors, and the determination of such Board of Directors shall be final.

ARTICLE V

This corporation may have members, classes of members, or no members, all as determined by the Board of Directors and provided from time to time in the Bylaws of the corporation. Any such member so provided by the Board of Directors shall have voting rights and management rights, or no voting rights and no management rights, all as determined by the Board of Directors when they chose to create in the Bylaws of the corporation any classes of members or members of the corporation.

ARTICLE VI

The address of the initial registered office of the corporation shall be 2120 South 56th Street, Suite 102, Lincoln, Nebraska, 68506, and the name of the registered agent at such address shall be C. Lonnie Johnson.

ARTICLE VII

Section 1. The number of Directors constituting the initial Board of Directors is eight, and the names and addresses of the persons who are to serve as the initial Directors are:

Name	Address
Jim Bradley	Beatrice, Nebraska 68310

Jerry Kromberg	7301 Holdrege Lincoln, Nebraska
Earl Kraft	440 Jeffrey Drive Lincoln, Nebraska 68505
George Frye	4921 Woodhaven Lincoln, Nebraska
Arlie Heald	RFD #8 Lincoln, Nebraska
Dale White	3619 No. 60th, Apt. 22 Lincoln, Nebraska 68507
Steve Fowler	1212 E Street, Apt. 1-B Lincoln, Nebraska 68509
Robert S. Eicher	7425 South Hampton Road Lincoln, Nebraska

Section 2. Any Director of this corporation may be removed from office at any time by a majority vote of all the other Directors then serving, whenever in their judgment the best interests of the corporation would be served by such removal.

Section 3. All nominations for and elections to the office of Director of this corporation shall be made by a majority vote of the Board of Directors in accordance with the procedures set forth in the Bylaws of this corporation.

Section 4. Every person who is or has been a Director of officer of this corporation shall be indemnified and held harmless by the corporation from and against all costs and expenses which may be imposed upon or reasonably incurred by him in connection with or arising out of any claim, action, suit or proceeding in which he may be involved by reason of his being or having been a Director or officer of this corporation, whether or not he continues to be a Director or officer at the time such costs and expenses are imposed or incurred. As used herein, the term "costs and expenses" shall include, but shall not be limited to, attorney fees and amounts of judgment against, and amounts paid in settlement by or on behalf of any such Director or officer, other than amounts paid to the corporation itself; provided, however, that no such Director or officer shall be so indemnified: (1) with respect to any matter as to which such Director or officer shall, in any such action, suit or proceeding, be finally adjudged to be liable for actual misconduct in the performance of his duties as a Director or officer; or (2) in the event of a settlement of any such claim, action, suit or proceeding unless (a) such settlement shall, with knowledge of the indemnification provided for hereby, be approved by the court having jurisdiction of such action, suit or proceeding; or (b) such settlement shall have been made upon the written opinion of independent legal counsel selected by or any manner determined by the Board of Directors to the effect that there is no reasonable ground of liability for misconduct on the part of such Director or officer and that the entire cost of such settlement will not substantially exceed the estimated cost of defending such claim, action, suit or proceeding to a final conclusion. The foregoing rights of indemnification shall not be exclusive of other rights to which any such Director or officer may be entitled as a matter of law.

Section 5. The private property of all Directors and officers of this corporation shall be wholly exempt from liability for any and all debts, obligations and liabilities of this corporation.

ARTICLE VIII

The names and addresses of the incorporators are:

Name	Address
Jerry Kromberg	7301 Holdrege Lincoln, Nebraska
George Frye	4921 Woodhaven Lincoln, Nebraska

Dated this __ day of September, 1977.

Jerry Kromberg
Jerry Kromberg, Incorporator

George H. Frye
George Frye, Incorporator

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Education-Work Council
Final Evaluation Report

Prepared By
Selection Research, Inc.
Lincoln, Nebraska

Education-Work Council

Final Evaluation Report

This report constitutes the final evaluation report for the developmental phase of the Education-Work Council. The report covers a six and one-half month time period, the time period of the initial grant period. For descriptive purposes this time period was referred to as Phase I.

Phase I of the Education-Work Council was funded by the Department of Labor with the American Association of Community and Junior Colleges being the primary contractor. The local council was funded by AACJC with Southeast Community College being the grant agency.

While SCC was the grant agency and was the fiscally responsible agency it was also an equal among various agencies involved in the initial creation of the Education-Work Council. Business, industry, and other organizations were defined as coequals on the original Council even though they were not responsible for the grant or the procedures associated therewith.

The initial formation of the Education-Work Council grew out of a proposal initially prepared by representatives of Southeast Community College. In the original proposal a number of project goals were specified. Shortly after the initial creation of the Council the original proposal was revised and nine product performance objectives were written. Associated with each product performance objective were process performance objectives. The product and process performance objectives formed the basis for subsequent program development and as such form the primary basis for this evaluation report.

In addition to coverage of the project objectives this report forwards a section on the attitude and opinion of the original Council members. The purpose of this section is to present developmental information, information that may be useable in the creation and formation of additional Education-Work Councils.

The third major section of the report forwards the evaluator's opinion as to the present status of the project and how it arrived at that status. It is important to note that this section does represent the opinion of the evaluator and should be considered in that light.

Results Associated With Objectives

Results are presented by product performance objective. The product performance objective is given and the results associated with that product objective immediately follow.

Product Objective 1: By May 20, 1977, the Project Director will formulate a purpose statement, a flow chart of program components and product and process objectives in coordination with the flow chart. This information will be presented to individual Steering Committee members for review and input. Discussion and final approval will occur at the Steering Committee meeting May 24, 1977.

A management report was prepared and submitted for Council approval. Council approval was given but no formal vote was taken because a vote was simply not necessary. concensus agreement was present.

The management report included a statement of purpose, product and process performance objectives, and a program flow-chart with associated time lines. Before the report was submitted to the Council it was reviewed by three individuals that were not members of the Council and the suggestions of the reviewers were incorporated in the report prior to submission to the Council.

A copy of the management report is maintained in project records and a copy of the report was submitted to the contract agency by the Project Director.

Product Objective 2: Project technical assistance will prepare a survey proposal targeted on youth 16-21 with initial approval from the Project Director. The survey proposal, including methodology, will be submitted to the Steering Committee for final approval prior to implementation.

The technical assistance agency prepared and submitted to the Project Director a survey proposal. The survey proposal submitted was written to cover a number of surveys required by the project. The material prepared noted coverage of definition of the problem, sampling plans, data collection procedures, data analysis and reporting procedures and instrument collection procedures. Associated with the material forwarded was a process flow-chart written specifically for surveys.

The material forwarded by the technical assistance agency was reviewed by the Council and the procedures were approved. Implementation of the procedure was approved by the Council but no formal vote was taken. No vote was required because a majority of the Council expressed approval of the procedures.

Copies of all materials prepared by the technical assistance agency are available in project records and the Project Director forwarded a copy of the material to the contract agency.

Product Objective 3: In cooperation with the Steering Committee the Project Director will identify social service agencies and educational institutions that are providing services to youth between the ages of 16-21. A list of those agencies, institutions, and their related councils will be compiled as contract resources in order to gain specific information on services performed as well as the number of individuals being served. Approval of the list will be by a majority of Steering Committee members.

The Project Director prepared a list of social service agencies and educational institutions providing service to 16-21 year olds. The list prepared was reviewed with members of the Council and Council members recommended other agencies. The recommendations made by Council members were incorporated in the final list. The final list, as approved by Council members, included 30 different social service agencies and educational institutions.

Before the survey of social service agencies and educational institutions was conducted, a policy shift was approved by the Council. Because of the fiscal situation the Council decided to focus resources on the Lincoln-Lancaster County area rather than the 15 County Southeast Nebraska area. This policy shift had immediate effect on the proposed survey because the initial list covered the 15 County region. The original list was revised to include only the Lincoln-Lancaster area and those agencies and institutions out of the redefined area were dropped from the survey.

When the survey was done an additional change was made in that social service agencies were surveyed and educational institutions were surveyed with results from each separately reported. The social service agency included 14 agencies and educational institutions (N=12) were later combined with parent and youth groups.

Project staff and technical assistance prepared a standard set of questions to be asked of all social service agencies. Project staff did the agency interviews and the technical assistance agency summarized the interviews and prepared the written report on the survey.

The written report is available in project records and a copy of the report was forwarded to the contract agency by the Project Director.

Product Objective 4: In coordination with the Steering Committee the Project Director will identify major employers within the fifteen-county area. The selected employers will serve as contact resources to gain an awareness of their needs, the barriers identified with young employees, educational opportunities within their organizations, and other relevant data. Approval of the list will be by majority vote of the Committee.

Project staff prepared a list of major employers and reviewed the list with Council members. Council members were free to add other names to the list and these additions became a part of the final list. The final list included 21 major employers in the project area.

Project staff and technical assistance developed a set of standard interview items, these items were used with all sample members. Project staff conducted all interviews and the technical assistance agency prepared the written report that summarized the survey results.

A copy of the survey is maintained in project recordds, a copy of the survey results was forwarded to the contract agency by the Project Director.

The original product objective referred to the 15 County area of Southeast Nebraska. The employers included in the survey represented only Lincoln and Lancaster County. The reason for restricting the survey to only Lincoln and Lancaster County was the policy change authorized by the Council. Due to decreased funding for the second phase of the project the Council redefined the scope so the total project focused on only one of the original 15 county areas.

Product Objective 5: In coordination with technical assistance, the Project Director and the Steering Committee, a sample of youth will be identified in the 15-County area. These individuals will serve as contact resources in the identification and transitional barriers within and between education and work and their knowledge and use of existing services. Approval of the sampling will be by majority vote of the Steering Committee.

The student survey was restricted to Lincoln Lancaster County, the restriction was due to Council approval policy shift cited earlier.

The product objective specifies one student survey. There were three actual surveys, one survey was of current high school seniors, one survey was of 1977 high school graduates and the third survey was of students enrolled in the Lincoln Learning Center. All three surveys were conducted by the technical assistance agencies and all three surveys were prepared as written reports

Prior to conducting the student surveys the procedures were reviewed and approved.

Produce Objective 6: The Project Director in coordination with technical assistance will gather existing unemployment data for the fifteen county area. This data will provide a percentage for local use unemployment rates.

Commencing in April the monthly Labor Area Summaries were collected on a systemic basis by the Project Director. This summary includes data on younger workers (under age 21). In addition to the Labor Area Summaries a Youth Profile for the 15 county region was prepared through facilities of the University of Nebraska. The Youth Profile included extensive data on the number and characteristics of the under 21 group of the region.

As noted, the Youth Profile was prepared for the 15 county area. However, all data in that report was presented by County so the information in the report is compatible with other project data that was restricted to just Lancaster County. By pulling just Lancaster County information from the Youth Profile a profile for just Lancaster County can be derived.

The Labor Area Summaries and the Youth Profile are available in project records and appropriate copies of the materials have been forwarded to the contract agency.

Product Objective 7: The Project Director will collect current state and federal labor laws. The laws will be reviewed by the Council, technical assistance and the Project Director.

The Project Director collected extensive data on current state and federal labor laws. Information was collected from both the state and federal departments of labor and from the vocational education division of the Nebraska Department of Education.

Labor law information was summarized and a copy of the summary is maintained in the project records. In addition to the summary on record a copy was forwarded to the contract agency and each member of the council received a copy.

Product Objective 8: Collect data on the existing conditions influencing the transition of youth between education and work. The survey method will consist of direct and telephone interviews.

During the grant period a total of six surveys were completed. Each survey included the area of school to work transition of youth. The surveys completed were:

1. Educational Institutions and Parent/Youth Groups.
2. Student Survey - Lincoln Learning Center Students.
3. Student Survey - Current High School Seniors
4. Student Survey - Class of 1977 Graduates
5. Employer
6. Social Service Agencies

The three student surveys were telephone surveys and the other three surveys were in person. The telephone surveys were conducted by the technical assistance agency and the in-person surveys were conducted by project staff. All surveys were reported and summarized by the technical assistance agency. Copies of all surveys are maintained in project records and the Project Director forwarded copies of all surveys to the contract agency.

Product Objective 9: In coordination with the Project Director, technical assistance will compute and report the survey results to the Steering Committee. Phase II of the project will be defined through data synthesis.

The summary of survey data has been prepared by the technical assistance agency and the summary has been forwarded to the Project Director. The summary report covers all surveys and, as applicable, other information developed through the project. This summary is in addition to the actual printing of all survey reports. The printed reports will be provided to all Council members so they will have the information for future program development.

Council Member Participation and Reaction

During the grant period the Council was composed of eight individuals. These individuals represented businesses, labor, government, and education. Over the six and a half months of the grant period the members were responsible for attending seven meetings of which two were based on individual sessions with the Project Director. Of the eight members, four were involved in all sessions and one was either present at all sessions or was represented at all sessions. Among the three that were not involved in all sessions one person missed one session and two missed two sessions. In each instance when a member failed to attend they notified the Project Director in advance that they would miss the session and also requested that all appropriate material from the session be forwarded to them.

At the end of the first grant period the contract evaluator attempted to contact each of the eight Council members to ask each a set of standard questions. The evaluator was successful at contacting seven of the eight members with the one not contacted being one of those who missed two of the Council meetings.

The perceptions and reactions of the seven members of the Steering Committee interviewed are given below. The format for presenting the responses is to state the interview question and then present a summary of the responses. When appropriate the results were tested for statistical significance using the Binomial Test with statistical significance defined as the .10 level of probability.

Question 1: Was the time you devoted to the Work-Education Council worth the effort?

Various respondents provided quantified answers but the basic response of six individuals was Yes and one No. The six-one distribution was statistically significant (P=.06, one-tailed distribution). Thus, a statistically significant number of respondents felt the time they spent on the Council was worth the effort.

Question 2: In your opinion, is there a need for a Work-Education Council?

Every respondent provided a qualified answer to this question. One person indicated a need for a coordinating agency but this person didn't know if the

Council was the appropriate agency. Another respondent felt the Council may be overlapping other agencies and a third person doubted the need because the problem of school-work transition was greater than any one agency could handle. Of the seven respondents two answered with basically Yes responses, four provided basically No responses and one could not be classified. The four-two split was not statistically significant.

Question 3: What do you feel was the greatest accomplishment of the Council?

The seven respondents forwarded four different responses to this question. Three of the respondents said the Council had not accomplished anything at this time. Two felt the greatest accomplishment was identifying problems to work on, one felt the accomplishment was a willingness to consider information and data for problem identification and one felt the creation of a full Council was the greatest accomplishment.

The frequencies cited do not reflect statistically significant differences. The results do reflect that Steering Committee members do not agree on what the greatest accomplishment was and in fact they fail to identify any program accomplishments.

Question 4: Was there anything the Council failed to do that should have been done?

Four of the seven provided a basic No response and three provided a basic Yes response. The four-three frequency distribution was not statistically significant.

The three that felt the Council should have done something that wasn't done were not in agreement as to what should have been done. One felt the role of the Council should have been defined somewhat earlier and the paid staff should have defined that role. Another felt that more concrete results should have been available earlier and the third individual felt the data gathering process was incomplete.

Question 5: If you were to advise a Council just starting, what would you advise be the first thing they do?

The seven respondents provided four different points of advice. Two respondents felt the first thing was to complete a careful self analysis including purpose, who was doing what and how things would be done. Two respondents suggested the new Council get started and then "play-it-by-ear". Two respondents felt the first thing to do was establish an extensive data base and then use this information for program planning. One individual would advise the Council to know the territory - the who's and what's.

The distribution of responses (2-2-2-1) did not reflect any statistically significant difference.

Question 6: After six months of involvement and thought, what do you now feel is the proper role and function of the Work-Education Council?

Some respondents provided multiple responses to this question while three individuals said they didn't know what the proper role and function of the Council was. Three individuals felt one proper role and function was to coordinate and work with other existing agencies to improve existing services. Two felt the Council should be a data gathering and synthesis agency, one felt the Council should be an Advisory Council to Southeast Community College and one felt the Council staff should identify specific programs for the Council to work on. The seven individuals provided 11 responses and eight of the responses were specific roles or functions. The eight specific suggestions were forwarded by four different individuals. The four-three distribution of individuals suggesting roles and functions and not knowing did not reflect a statistically significant frequency difference.

Question 7: How well organized was the first six months of the Council?

Five respondents felt the Council was reasonably well organized during the time noted while two felt it was not well organized. The five-two frequency distribution was not statistically significant.

One of the two that felt things were not organized during the first six months felt things were improving and this person felt members were becoming more willing to assume responsibility for problems. The other person who felt the first six months were disorganized added "Maybe they (Council members) didn't know either."

Question 8: Do you believe other communities should organize Work-Education Councils?

Two of the seven respondents felt other communities should organize Councils while three felt they shouldn't and two didn't know if they should or should not. One of the two responding Yes felt there was a question of how a Council should be formed and the other individual responding Yes said the purpose applied to all but this person then added "But the purpose is still in doubt".

One of the three No respondents suggested Councils be more action oriented, another felt there really wasn't a need for Councils because the problem is greater than any one Council could handle and the third person providing a No response forwarded no reason.

Both individuals that provided a Don't Know response gave that response because they felt the problem of different communities were different and therefore Councils may, or may not, be needed.

The two-three-two frequency distribution did not reflect any significant frequency differences.

Question 9: Who should fund Education-Work Councils?

This question was asked of all Steering Committee members independent of whether they felt the Councils were a good idea. Of the seven respondents one felt the federal government should fund the Councils, four felt the funding should be local and two felt funding should be a combination of local (including state) and federal. The four-one local-federal frequency difference was not statistically significant.

Question 10: As you perceive the Council, how are decisions made?

Four of the seven respondents noted there were very few decisions made, one said he didn't know and two did not express a quantifiable response. The four-one frequency distribution was not statistically significant.

All respondents made qualitative responses to this question. One expressed the view that the process was not democratic, one felt the system was a default based system where one person would suggest something and no one could think of any alternatives so the original suggestion prevailed, one felt the system was based on reactions to information, one felt the decision process was a concensus system, one felt the system was dominated by two or three people and two respondents felt decision making was done by the staff or the staff led the group into the decision.

Question 11: Looking back over the last several months, what should have been done differently?

There were nine responses to this question because two individuals provided two observations. Three individuals felt there was little, if anything, that should have been done differently. One suggested that the original plan should have been restricted to just Lincoln and Lancaster County, one suggested the national representatives should have come earlier to clarify matters, one felt there should have been a better initial explanation of need, one felt Southeast Community College should have assumed a stronger leadership role, one felt that either the full Council should have been appointed earlier or the Steering Committee should have continued longer, and one felt there was little demonstrated need for the project in the first place.

Question 12: What recommendations do you have for future development?

Six of the seven respondents had a different recommendation, the seventh had no recommendation. The recommendations forwarded were:

1. Evaluate staff as to ability to meet the purpose of the Council.
2. Define mission and objectives of the Council.
3. Patience and understanding among the Council members.
4. "I don't have any."
5. Offer or support a course on the economics of profit.
6. Provide concrete programs.
7. Strengthen the information gathering system.

Question 13: Was there any information you wanted but did not receive?

With some qualifications the basic Yes-No response distribution was six No and one Yes. A six-one frequency difference was statistically significant (one-tailed probability). The qualifications included the response of one that the statistical data should have been available earlier, the observation that the respondent never knew what the goals were so couldn't ask the proper questions, the question of "How many people are we talking about" and the observation that the problem went back to the original proposal.

Question 14: What is your overall assessment of the Work-Education Council?

Two of the seven provided a positive response and five provided a negative response. The two positive responses were: (1) It is a good idea, and (2) There is a definite role as a coordinating Council and as an implementation tool.

The negative responses were two simple statements of disappointment, one of skepticism as to worth, one of questionable need-need results to show it helped people, and one of questioning need-funding base questionable but local efforts were excellent.

Evaluator Opinion

Two distinct points of view can be identified for assessing the project. One point of view is based on the product performance objectives the project worked from and the second point of view is the more subjective position of concrete program accomplishments in the area of problem solving. Which of the points of views one accepts will in large measure define the attitude toward the project.

When viewed in terms of the given product performance objectives Phase I of the project was essentially successful. The available evidence documents that all product performance objectives were met but there is room to argue how well they were met. In the opinion of this evaluator the objectives were adequately met given the time and resources available to work on the different objectives. Also, if the purpose of the data collected through the objectives is defined as needs assessment based and hypothesis formulation based the objectives were adequately based. However, it is also true that the data generated through the performance objectives is not conclusive nor are the standard errors associated with the data extremely small. Still, all-in-all, the performance objectives were approved by the Steering Committee and the objectives were met. In this respect the Phase I of the project was successful.

When the project is viewed in terms of concrete program accomplishments, the project left much to be desired. During Phase I no concrete program for individuals was designed nor implemented. The absence of concrete programs for individuals was by design because there was little or no evidence initially available to indicate what, if any, programs were needed. The absence of concrete, people based programs is not a negative reflection on the local program but was apparently a point of discouragement for some of the Steering Committee. When viewed from the point of view of helping based programs the project was not successful.

A review of all available evidence indicates there were two major problems during Phase I of the project. The problems were concurrent and not sequential. One problem grew out of the apparent misunderstanding between the original project writers and the contract agency. A review of the originally funded project clearly indicates that the proposal writers intended the project to be closely tied to the Southeast Community College mission and objectives and the writers expected the college to be actively involved in a set of concrete people based programs. After funding the local project learned that the contract agency had different expectations and the contract agency forced their position upon the local agency. This required a total rewrite of the project and this consumed valuable Phase I time.

The second problem was the expectation of the Council members. It is the opinion of this evaluator that certain members never really understood that the intent of the Work-Education Council was to create a totally new agency with the new agency existing because other agency failed to meet the problems. These Council members worked from the basis that the Education-Work Council could not be effective without an identity with an existing agency and during Phase I this became somewhat of a debatable issue. Thus, while the project was being rewritten, the Council members were discussing the appropriate identity of the Council.

The net effect of the differing points of view was that the proper role and function of the Council was not defined and apparently is still undefined. With the role and function issue unresolved there was little basis for any other common opinions so the Steering Committee failed to agree on many other issues. This diversity of opinion is readily apparent in the interview results given earlier.

The message of the above is threefold: (1) The needs assessment phase of a proposed project is critical. Had this point been fully developed earlier many of the subsequent points of disagreement would have been avoided because the original need would have been established. (2) Before a project is funded the contract agency should be very clear and consistent as to what is expected and then hold proposals to this expectation. The lack of agreement between the original local proposal and the expectations of the contract agency was detrimental from a time point of view and further confused the issue of purpose for the Council. (3) When a program is implemented there must be a broadly understood common purpose to the program. The definition of purpose must be a major objective and participants must persist in working on that issue until there is common agreement.

The preceeding reflects a somewhat negative opinion on the part of the evaluator. This is a bit misleading because there were a number of positive accomplishments. The positive accomplishments included the way the college met their responsibilities after a short period of confusion (understandable confusion given some of the early problems), the efforts of the project staff and of the Council to create a viable and meaningful agency, the development of a basic data base that does indicate possible program directions and areas of need and the willingness of various individuals to consider the opinions of others when the individuals represent quite diverse orientations. The positive attributes are readily documented through project developed reports and through records of attendance and performance at meetings of the Council.

Looking to the future, it appears to this evaluator that the foundation of a viable Work-Education Council has been developed if members of the Council are willing to act on the suggestions and information available. The evidence does indicate there is a need for an organization that can coordinate a multitude of existing agencies and also provide specific programs needed but not presently being provided. If these directions, and others, are considered, the concept of a Work-Education Council does have a future.

COMMUNITY EDUCATION-WORK COUNCIL

Motlow State Community College
Tullahoma, TN 37388

Subcontract: 99-7-784-42-09(F)

FIRST PROJECT PERIOD
FINAL REPORT

October 14, 1977

Lawrence B. Thornton

Lawrence B. Thornton
Project Administrator

I. CHRONOLOGY OF MAJOR EVENTS

- Subcontract award: February 28, 1977
- Administrator's employment: March 14, 1977
- Employment of clerical staff: March 23, 1977
- Attended Administrator Orientation and Program Seminars in Columbia, Maryland: April 4 - 6, 1977
- Establishment of steering committee and first meeting: April 20, 1977
- Assistant Administrator's employment: May 2, 1977
- Full Council membership established: May 2, 1977
- First meeting of full Council: May 23, 1977
- Moved Council staff office to permanent location on Motlow College campus: May 17, 1977
- Program evaluator and consultant contract signed: June 21, 1977
- Established information booth for cooperative education and placement programs at college summer quarter registration: June 9, 1977
- Attended second Project Site Administrator's Meeting in Highgate Springs, Vermont: June 19 - 21, 1977
- Held first subcouncil meeting with Coffee County: June 24, 1977
- Held first subcouncil meeting with Grundy County: June 30, 1977
- Held second subcouncil meeting with Coffee County: July 19, 1977
- Held second subcouncil meeting with Grundy County: July 21, 1977
- Held first subcouncil meeting with Bedford County: July 25, 1977
- Held first subcouncil meeting with Warren County: July 29, 1977
- Held first subcouncil meeting with Lincoln County: August 11, 1977
- Held third subcouncil meeting with Coffee County: August 16, 1977
- Held second subcouncil meeting with Bedford County: August 19, 1977
- Held third subcouncil meeting with Grundy County: August 25, 1977
- Held second subcouncil meeting with Warren County: August 26, 1977

I. CHRONOLOGY OF MAJOR EVENTS: continued

- Trip to Allegheny Community College, Pittsburgh, Pennsylvannia, to review cooperative education program: August 1, 1977
- Trip to Lexington, Kentucky, to review development of Lexington Community Education-Work Council: August 2, 1977
- Participated in Federal Grants Workshop conducted by Congressman Albert Gore, Jr.: August 9 & 10, 1977
- Established a Community Education-Work Council information booth in Northgate Shopping Mall: August 19 & 20, 1977
- Held first subcouncil meeting for Franklin County: September 8, 1977
- Sponsored cooperative education and job placement information booth at Motlow College fall quarter registration: September 26 & 27, 1977
- Held second meeting of full Council: September 29, 1977

II. MILESTONE STATUS

Activity One: Establish staff office with administrator and secretary

Target Dates: February 15 through March 15, 1977

Comments: This activity was completed with the appointment of Mr. Lawrence B. Thornton as administrator on March 14, and Mrs. Ruth Wright as secretary on March 23, 1977.

Activity Two: Obtain expert consultation service

Target Dates: March 15 through April 15, 1977

Comments: Planning and arrangements for project evaluation and consultation services were completed in June, 1977, with Mr. Charles Dunn of the Department of Vocational Technical Education, Middle Tennessee State University. A formal and finalized evaluation plan and design was completed by June 1, 1977, and the formal agreement to perform the evaluation was executed by June 21, 1977. The consultant agreement called for Mr. Dunn to provide the Community Education-Work Council with consultative services, to attend and observe Council meetings and to evaluate and prepare evaluation reports on the project as of June 30, as of August 31, and a final report as of October 31, 1977. This activity is closely tied to Activity Eleven below.

Activity Three: Hire assistant administrator and additional staff

Target Dates: March 15 through April 10, 1977

Comments: This activity was completed on May 2 with the hiring of Mr. Robert J. DuBray as assistant administrator. During April and May, clerical and administrative actions were supplemented with the use of part-time student help. On June 3, 1977, a clerical specialist was hired full-time to supplement office operations.

Activity Four: Establish identifiable staff office goals

Target Dates: April 1 through May 15, 1977

Comments: Staff office goals were established on schedule and identified as (a) determining permanent, suitable office location, (b) describing functional relationship of staff office to the Council, (c) identifying staff office as the prime monitor of project performance and as catalytic agent for programmed actions.

II. MILESTONE STATUS: continued

Activity Five: Establish and maintain liaison with Education-Work Council members and other segments of the community

Target Dates: April 1, 1977 - continuing

Comments: Liaison with Council members and community organizations and agencies was established early in the grant period. Continued communications, coordination, interface, and collaboration are being maintained primarily through the establishment of subcouncils in the county areas. Liaison with other project sites also was initiated for cross-feed of information.

Activity Six: Establish criteria for Council member selection

Target Dates: April 1 through May 15, 1977

Comments: This activity was completed in April, 1977. Members of the steering committee made the selection for membership on the full Council. Each steering committee member agreed to nominate three persons to the full Council. The staff office subsequently called each nominee to obtain confirmation of their agreement to serve on the full Council.

Activity Seven: Collect and organize data on the job market for youth

Target Dates: April 1 through October 15, 1977

Comments: Progress suspended. Preliminary data and information concerning occupational profiles of the Council area have been obtained from such sources as the Department of Labor, the State Department of Employment Security, and the South Central Development Agency. Although useful, this data and information was found to be lacking in specific information concerning the local area. The staff office developed a plan for the development of a youth occupational/information system with the objective in mind of collecting and analyzing data and information pertaining to job market conditions and opportunities for youth and youth qualifications and career attitudes. The collection of such data and information would also attempt to address trends and projections pertaining to career development for youth. With the use of this plan, the University of Tennessee Department of Vocational Technical Education was contacted to ascertain their capability in performing such a survey and analysis. The University confirmed its capability to perform such a study and suggested it be accomplished in two phases. The first phase would consist of an analysis of the youth population by county and population center and the employment needs of the industries and businesses in our Council area. The second phase would focus on the needs and interests of the students and our school programs. Because the estimated costs of this study are not within the project period budget constraints, this program is being deferred for reassessment and possible redirection.

II. MILESTONE STATUS: continued

Activity Eight: Select and appoint a Council steering committee to establish full Council

Target Dates: April 1 through May 15, 1977

Comments: The interests of the key persons in the Motlow College service area was solicited for participation on a steering committee which would establish plans for the selection of full Council members. A healthy response was received with over forty persons indicating their interest in such a program. The first meeting of the steering committee was held on April 10, 1977, and it was decided that each member on the steering committee would be asked to nominate three persons for membership on the full Council. Nominations for full Council membership were received by the staff office and confirmations of these nominees were obtained early in May 1977. On May 23, 1977, the first full Council meeting was held.

Activity Nine: Establish and develop ongoing Council participation with the College Career Education Division and other youth opportunity programs in the community

Target Dates: April 15 through October 15, 1977

Comments: Progress on schedule and continuing. The director of the Career Education Division of the College has become a member of the Council. The staff office has oriented various college advisory councils on the role and purpose of the Community Education-Work Council. The President of the Mayor's Youth Advisory Council for the city of Tullahoma is a member of the Council. Several programs were adopted by the subcouncils to promote the success of this activity item. A clearinghouse directory of community programs for youth is being developed. A training program to instruct youth on seeking jobs is being developed with a pilot course to be established in coordination with Motlow College's Continuing Education Division. Another youth opportunity program in the planning stage is the establishment of Handiwork, Inc., a job service for craft-oriented youth to perform small jobs for citizens. Contact has also been established and is being maintained with the CETA offices, both locally and at the state level.

Activity Ten: Establish Co-Op and work study arrangements

Target Dates: April 15 through October 15, 1977

Comments: Implementation plans for student cooperative education and job placement programs were formulated in May 1977. Both of these programs were well publicized throughout the student body, faculty, and staff of the College, as well as in the student newspaper and in the local press. Application forms for both programs were developed and job referral sheets were prepared for use as employers called in for various jobs.

II. MILESTONE STATUS: continued

Activity Ten: continued

Comments: The staff office began counseling and interviewing youth pertaining to career development and jobs in June 1977. Close to thirty-three referrals of youth were made to employers in the area for jobs with twelve of these students placed. The staff office has twenty-two students on file for application in the Co-Op program and four have been placed. Thirty-three applications for part-time or general employment are currently on file in the staff office. Letters were sent to all Motlow College June 1977 graduates inviting them to apply for the career placement services of the Community Education-Work Council. Seventeen graduates are on application for the placement service at the present time. Letters were sent to thirty-eight returning engineering students apprising them of the Co-Op program and urging them to apply. The responses from employers to our letters soliciting their participation in the Co-Op and placement programs have been slow in returning. As a result, the placement and Co-Op programs may not obtain the level of youth participation as originally envisioned. Otherwise this activity appears to be progressing at a normally expected pace.

Activity Eleven: Evaluate and report on results of first period operations

Target Dates: May 1 through October 15, 1977

Comments: This activity is on schedule, and is closely tied to Activity Two, above. As our program evaluator, our consultant also continues to offer pertinent suggestions for program progress and evaluation purposes. His two evaluation reports, one submitted as of the end of June, and the other submitted as of the end of August, reflect pertinent findings and recommendations which have been of assistance to the staff office and the Council as a whole. Among the key evaluative comments were: (a) The course taken toward the establishment of subcouncils was a wise move. However, the defined roles among the staff, subcouncils, and the Council itself must be clarified. (b) The evaluator also found room to increase the awareness of the public as to the Council's role and purpose, continue to develop ways to increase participation from various sectors of the community.

III. MAJOR ACHIEVEMENTS

- Began organizing Council steering committee on March 15, 1977, and completed establishment of committee with first meeting on April 20, 1977
- Established full Council membership by May 2, 1977
- Held first full Council meeting on May 23, 1977
- Initiated development of subcouncils in June 1977, and completed formation of all seven county subcouncils by September 8, 1977
- Established cooperative education program for Motlow State Community College students
- Established career placement service for Motlow State Community College graduates
- Established job placement service for area youth on part-time, full-time, and summer employment basis
- Initiated letter campaign to over 325 employers in Council area soliciting their collaboration and participation in cooperative education and job placement programs
- Set up Community Education-Work Council information booth for two days in Northgate Shopping Center
- Council sponsored an information booth during Motlow College's summer quarter registration for cooperative education and job placement programs
- Contract for consultant and project evaluation services was executed and project evaluation reports were rendered by evaluator
- Plans were initiated for a consultant agreement with the University of Tennessee to perform an area job market survey and analysis pertaining to occupations for youth
- Development of a training program was initiated to prepare youth on the proper ways to seek employment
- The development of a clearinghouse/directory of youth programs was initiated with the gathering of source information and data and the installation of a direct telephone line in the Council staff office for inquiries and referrals pertaining to various programs related to education, training, personal and career development for youth
- Personal appearances made by Council staff office personnel and Council members on radio talk shows and community service programs throughout the Council's seven county area, describing the role and activities of the Community Education-Work Council

III. MAJOR ACHIEVEMENTS: continued

- Over twenty-five newspaper articles totaling about 300 column inches about the Council and its programs have appeared in area newspapers
- Information booth for cooperative education and job placement services was sponsored by Community Education-Work Council staff office during Motlow College fall quarter registration
- Second meeting of the full Council took place on September 29, 1977

IV. THE COUNCIL

A. The methods used to identify potential members and to form the Council have been varied and numerous. They include:

1. Personal, telephone, and letter contacts of key citizens in the community,

2. Soliciting nominations from steering committee members,

3. Soliciting members of civic groups, professional organizations, and college advisory councils,

4. Use of radio talk shows and asking for volunteers in radio audience,

5. Referrals and contacts by existing Council members

B. Current Council membership list is attached.

C. Current Council membership representation is attached.

D. Meeting dates:

1. Steering committee meeting held April 20, 1977

   a. Substance of meeting included: Presentation by Motlow College President on preparation of grant proposal and initiation of the Council; Overview of the Work-Education consortium by Mr. Lindsay Campbell; review of programs and organizations within the community with which to collaborate.

   b. Decisions reached: Method of nominating full Council members; Adoption of cooperative education program and career placement service for Motlow College students; and selection of committee to appoint assistant administrator

   c. Resulting activities: Plans were established for a cooperative education program and placement service. Full Council membership was attained. Assistant administrator was hired.

2. Full Council meeting held May 23, 1977

   a. Substance of meeting included: Welcoming of members to the Council by Motlow College President; Introduction of assistant project administrator; Plans for evaluating program; Review of Co-Op education and job placement service plans; Introduction of Memorandum of Understanding concerning purpose and function of the Community Education-Work Council; Talk by Mr. Jim Mahoney, Project Director of the Community Education-Work Councils for AACJC, on the prospectives of the Community Education-Work Councils.

IV. THE COUNCIL: continued

b. Decisions reached: To implement the cooperative education and job placement service plans, and to carry out evaluation of the project.

c. Resulting activities: A cooperative education office and job placement office was set up by Council staff office, programs were publicized and applications made available. Contacts made with business and industry, employer job requests were received and applicant referrals to employers were made. Consultant contract for project evaluation was executed and evaluation reports were rendered by project evaluator.

3. Full Council meeting held September 29, 1977

a. Substance of meeting included: Review of Council's activities to date, comprised of cooperative education and job placement programs, project publicity, job market survey, project evaluation and subcouncil activities; Commentaries by Mr. Jim Mahoney and Mr. Lindsay Campbell; Strengthening the organizational structure of the Council; Seeking official sanctioning of subcouncils and incorporating the full Council; Plans for Council newsletter; and Review of staff office and subcouncil functions.

b. Decisions reached: Membership decided to: (1) Pursue feasibility of attaining legal or official sanctioning of subcouncils and incorporation of full Council; (2) Consider inclusion of a Board of Directors to strengthen and unify full Council structure.

c. Resulting activities: Membership currently reviewing latest proposed copy of Council Memorandum of Understanding and organization/function chart, and providing comments and suggestions.

4. Subcouncils: To focus on problems and programs applicable to the various counties which the full Council serves, subcouncils were formed for each of the seven counties in the Council's area. Each of the seven subcouncils have met at least once and some as much as three times from the period June 24 through September 8, 1977.

a. All subcouncil initial meetings included the following agenda items: Progress on cooperative education and job placement programs, job market survey plans, subcouncil publicity, subcouncil membership, election of chairperson(s), identification of subcouncil work objectives, and ways and means of collaboration.

b. Significant decisions reached at subcouncil meetings included: Seek additional and balanced community representation on subcouncils, cultivating the news media for publicity, adoption of job market survey data for use in assisting youths obtain jobs, develop training program to prepare youth on finding jobs, adoption of a clearinghouse directory of information on youth programs related to education, training, personal and career development and employment, and collaborating with key governmental and community agencies to develop sources for youth job programs.

IV. THE COUNCIL: continued

c. Resulting activities generated among the subcouncil decisions thus far include: Subcouncil structure is improving with chairpersons appointed, committees being established and total subcouncil membership increased to 55 members. Training syllabus has been developed for a course to instruct youth on seeking jobs. Further refinement and development of the course is continuing. A direct telephone line has been installed in the Council staff office for access by the public on youth program information. Source information and data for the clearinghouse directory are being gathered.

E. See attached Organization/Function chart

F. Collaboration has been achieved during project performance to the following extent:

1. Employers have expressed positive willingness to participate in cooperative education and career placement arrangements with the Council. One of these employers is the largest company in this Council's geographical area and is further instituting an apprenticeship program in collaborations with local labor organizations.

2. State Employment Security Offices serving our counties are contributing ideas and materials with which to employ in development of a course or seminar for youth on preparing for and seeking jobs. A couple of these offices are preparing to serve as focal points for the Council in referring youth to employers and in compiling lists of jobs available in the cooperative education and career placement programs.

3. A State Area Vocational Technical School has expressed interest in supporting a program which uses youth in craft-related skills to perform small domestic jobs for citizens which are difficult to get accomplished in a timely manner due to the busy well-established building trades contractors.

4. The State of Tennessee Employment Security Department, the City of Tullahoma Industrial Development Board and University of Tennessee Center for Industrial Services have been instrumental in providing and identifying sources of data and information for a job market survey pertaining to youth.

G. As a result of the Council's work, Motlow State Community College has established a cooperative education office for its students and a career placement service for its graduates.

H. Prioritized objectives of the Council are as follows:

1. Develop programs for placement of youth into cooperative work arrangements, part-time jobs and career positions. Opportunities and avenues for transiting youth into productive work experience positions are limited.

IV. THE COUNCIL: continued

2. Institute a central directory/clearinghouse on youth programs related to personal/career development, education, training and employment. Many programs and agencies available to youth, but information afforded youth is not centralized, publicized or coordinated in a manner to facilitate availability to recipients.

3. Establish training programs for youth on preparing for and seeking jobs. It is general concensus among employers, personnel managers, counselors, and even among many of our youth, that our young citizens do not know how to go about preparing and looking for jobs. They do not know where to look for sources of jobs, how to present and conduct themselves during job interviews, how to fill out job applications, and resumes and how to use references.

4. Development of a Youth Occupational Information System and Job Market Survey. Lack of statistical data and information on occupational needs and training requirements for local area, as well as trends, are lacking. Organized information about companies and businesses which would be receptive to the youth job market through various work arrangements also is lacking. Compilation and analysis of this information are needed to pinpoint specific problems to attack and to effectively counsel and guide our youth.

I. Tentative plans for second year funding period programs are:

1. Obtain legal sanction of subcouncils as bona fide community organizations and public policy forums.

2. Incorporate full Council as a legal entity and nonprofit organization devoted to the development of youth into useful lives of responsible productivity.

3. Continue to pursue current programs and goals toward completion.

COMMUNITY EDUCATION-WORK COUNCIL
MOTLOW STATE COMMUNITY COLLEGE
Tullahoma, TN 37388

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IV. C. CURRENT COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	12	12
Public Service*	30	30
Education	34	34
Organized Labor	2	2
Business*	6	6
Associations	5	5
Parents	3	3
Media	3	3
Youth	5	5
Others (identify)	0	0
Totals:	100	100

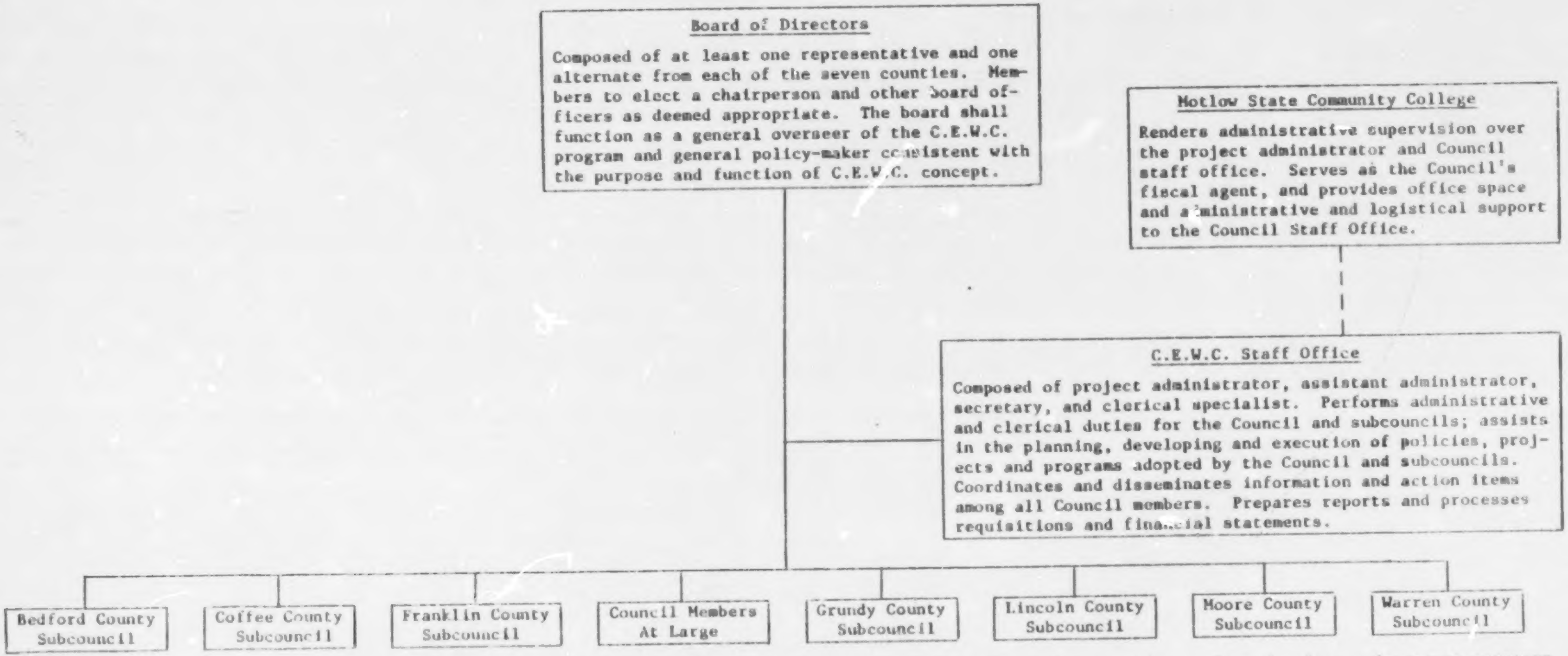
*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

IV. E.

COMMUNITY EDUCATION-WORK COUNCIL
MOTLOW STATE COMMUNITY COLLEGE
TULLAHOMA, TN 37388

ORGANIZATION - FUNCTION CHART



Board of Directors

Composed of at least one representative and one alternate from each of the seven counties. Members to elect a chairperson and other board officers as deemed appropriate. The board shall function as a general overseer of the C.E.W.C. program and general policy-maker consistent with the purpose and function of C.E.W.C. concept.

Motlow State Community College

Renders administrative supervision over the project administrator and Council staff office. Serves as the Council's fiscal agent, and provides office space and administrative and logistical support to the Council Staff Office.

C.E.W.C. Staff Office

Composed of project administrator, assistant administrator, secretary, and clerical specialist. Performs administrative and clerical duties for the Council and subcouncils; assists in the planning, developing and execution of policies, projects and programs adopted by the Council and subcouncils. Coordinates and disseminates information and action items among all Council members. Prepares reports and processes requisitions and financial statements.

Bedford County Subcouncil
Coffee County Subcouncil
Franklin County Subcouncil
Council Members At Large
Grundy County Subcouncil
Lincoln County Subcouncil
Moore County Subcouncil
Warren County Subcouncil

The subcouncils are usually organized by chairperson(s) and committees. They plan, arrange, and conduct meetings; plan, develop, and execute programs and projects with community and institutional resources.

V. FINANCIAL AND RESOURCE CONTRIBUTIONS TO PROGRAM

A. Motlow State Community College has contributed the following resources for the Council staff office: Physical space and utilities, office equipment, local telephone service, faculty and staff time and effort in collaborating program activities, custodial and maintenance services, visual aids production and equipment, and public relations services. Estimates of these support resources rendered for the first grant period are as follows:

Office Space	$ 672.08
Janitorial/Maintenance	227.38
Office Equipment	1,440.00
Telephone	558.43
Faculty/Staff Services	8,050.31
	$10,948.20

B. No contributions from other organizations were received.

VI. PROBLEMS EXPERIENCED IN PROGRAM

A. Problems: Basically, two significant problems confronted us during the first grant period. These were:

1. Progress on solidification of Council into a unified, strong, decision-making body was slowed due to large turnover in personnel experienced in May meeting attendance from that of first Council meeting in April

2. Lack of available jobs in one of our counties making it difficult to bridge the educational sector with that of work. Employment void due to heavily rural area with little business and industry. Youth are lacking interest to complete education because it is not needed to do labor in lumber or mining jobs; or if they cannot find work, they leave the county.

B. Solutions applied to these problems include:

1. Subcouncils established in each of seven counties by staff office to serve as Council nuclei and to focus on problems and programs endemic to local area.

2. Subcouncil encouraged to focus on economic development of county and to become an instrumental resource for youth and business and industry in county's progress.

C. Results of solution approaches:

1. Subcouncils are taking shape as problem-identifying and program-oriented bodies. They are collectively becoming key sources for giving the Council purposeful direction and structure. The staff office is able to relax, somewhat, its organizational and supervising initiative for those subcouncils that have become organized and program-oriented.

2. The Grundy County Subcouncil is actively collaborating with the Grundy County Industrial Park Commission, State Economic Planning Office, Tennessee Valley Authority, and State Department of Conservation to explore ways and means of improving economic development of the county and to stimulate more jobs and training opportunities in the county.

D. Although healthy progress toward resolution of the above mentioned problems has been made, continued efforts toward complete resolutions are in order.

1. With the subcouncils now functioning as the hard core of the Council, it remains for a governing board, representing the county areas of the Council, to lend the cohesiveness and overall policy directions of the Council.

2. Now that the subcouncil has established the sound organization and collaboration with which to approach the county employment void, the problem remains of identifying specific courses of action or programs with which to satisfy the employment needs of youth in the county.

VII. RECOMMENDATIONS

A & B. Improving AACJC and DOL Assistance: Both AACJC's and DOL's assistance to the Councils could be enhanced through a centrally-developed publicity campaign. Such a campaign could encompass a budgeted expense item for the DOL to employ an advertising agency to develop TV/Radio spot announcements and newspaper and magazine ads. These materials should be designed for use both on the national level, as well as for the local level, to increase public awareness that this project is federally sponsored, but locally oriented and executed.

C. Improving NMI and NAB Relationships: No comment.

D. Refining the Original Program Concept: The operational terms of "brokerage" and "collaboration" which are associated with this program carry a different connotation than that reflected by the usual dictionary meaning of these words. The staff office has been confronted with persons who have been confused, turned-off, or aggravated by these terms. Some people think these terms are too idealistic or oversimplified. Perhaps some thought should be given to de-emphasizing or discontinuing their use; or to use plain "cooperation", "interface", or simply "working together".

E. Improving Council Performance:

1. Perhaps a checklist of "tips" or "do's and don'ts" compiled by the AACJC or DOL on successful methods used at various project sites. This checklist could be disseminated to all sites for sharing ideas and possible application.
2. Use of part-time help employed by staff office to carry out details and perform legwork on Council Projects.
3. Increase communication among members through use of newsletter, special telephone lines, etc.

F. Improving Personnel Performance: No Comment.

G. Improving Evaluation Consultancy: No Comment.

H. Improving AACJC Subcontract Requirements: Suggest the monthly progress report be amended to a quarterly progress report. Too much of the staff office's productive time is consumed each month in the preparation of this report. Less frequent progress reporting would be workable if items of major significance or occurance were reported between quarterly reporting.

VIII. DESCRIPTION OF COMMUNITY'S RESPONSE

In general, the Community's response to the Council and its concept has been very favorable and positive. All sectors of the community have expressed enthusiastic interest in the role and purpose of the Council, and have confirmed and endorsed the need for such a body in the community. Reactions as to how the Council performs its role have been made with reservation, however, since a program of this nature, with the role of interfacing with the many and varied community services and agencies, represents a novel approach. It has been our experience thus far to observe that it takes several meetings and discussions with Council members before tangible and meaningful ideas are produced, and before those involved become more self-confident and understanding as to the direction the Council is taking. Public awareness and understanding of the Council's role and function are, of course, essential to avoid confusion and skepticism; hence, an active publicity program has been a necessary ingredient to this operation.

X. OTHER COMMENTS

As the first grant period comes to a close, it must be noted that the Council, with its subcouncil structure, has evolved to an idea-producing and program-planning forum. For the most part, there has been merely token moves at the subcouncil level to implement the projects and programs so energetically devised at meetings. At the same time, there is the rising concern as to how such projects and programs will get accomplished if the Council membership is basically a volunteer, idea-generating, advisory body and the Council's staff is limited in resources. The approach to alleviating this concern should be the major thrust of this Council as we launch into the second project period. The staff office intends to exercise its fullest capabilities and resources to see that programmed actions are carried out through self-initiation of efforts, as well as through the collaboration and cooperation of the Council membership and community institutions and agencies.

XI. PERSONAL OBSERVATIONS/REACTIONS

We think it quite appropriate for this section of the report to refer you to the opinion survey which was conducted by our project evaluator, Mr. Charlie Dunn, and reflected in his Second Evaluation Report, which is attached to this report. The results of this survey, which are contained on pages four through eight of the evaluation report, represent fairly comprehensive and descriptive impressions from the Council membership about our project concept and operations.

COMMUNITY EDUCATION-WORK COUNCIL
STEERING COMMITTEE MINUTES

April 20, 1977

The Community Education-Work Council Steering Committee held its first meeting on Wednesday, April 20, 1977, at 6:30 p.m. in the faculty dining room of the Student Union Building at Motlow State Community College.

Those present were Mr. Lawrence B. Thornton, Project Administrator of the Community Education-Work Council; Dr. Harry Wagner, President of Motlow State Community College; Mr. Lindsay Campbell, Chief Liaison Officer for the Work-Education Staff - Office of the Secretary of Labor, Washington, D. C.; and Dr. Milton Phillips, Director of Public Service, State Board of Regents. Representing Motlow State Community College were Dr. Frank Glass, Dean of Instruction; Col. O. B. Thornton, Director of Career Education; Dr. Joe Johnson, Dean of Students; Dr. Gordon Irwin, Director of Liberal Arts; Mr. Gary Herting, Assistant Director of Continuing Education; and Mr. Walter Wood, Economic Development Specialist.

Those present representing the different counties were: Bedford -- Mr. Gene Bedsole, Personnel Manager, Empire Pencil Co.; Mr. Frank Veal, General Supervisor, American Can Co. Coffee -- Dr. James Burns, Superintendent of Tullahoma City Schools; Mr. Terry Craig, Editor, Tullahoma News; Mr. David L. Jacobs, Guidance Counselor, Coffee County Jr. High School; Mr. Dan Marcum, Micro Craft, Inc.; Mr. Phil Trimble, Financial Analyst, Micro Craft, Inc.; Mr. Gerald Waddell, Manager, Coffee Farmers Co-Op. Franklin -- Mr. Pete Hannah, Superintendent of Franklin County Schools. Warren -- Mr. Lynwood Smith, City Recorder & Treasurer.

Mr. Lawrence B. Thornton, Project Administrator, introduced the guest speakers for the evening who were Dr. Harry Wagner, and Mr. Lindsay Campbell.

Upon introduction, Dr. Harry Wagner spoke briefly about the preparation of the grant proposal and initiation of the Community Education-Work Council at Motlow State Community College. He attributed the success of being funded for the grant to the many leaders in the communities who supported the Community Education-Work Council concept.

Mr. Lindsay Campbell presented an overview of the Work-Education Consortium -- "Making the Work-Education Consortium Project Work". He expressed the "Key Word" to the success of the Community Education-Work Council as being "collaboration" which means sacrificing, not "cooperation" which implies one active partner and one passive partner. Mr. Campbell stated that there were hundreds of resources in the seven-county area that Motlow serves, but these have never been coordinated in such a fashion as to be meaningful in assisting youth in the transition from the world of education to the world of work. He expressed the need to make education more responsive to the needs of youth, to encourage employers to change their attitudes toward hiring youth, and to improve assistance by guidance counselors to get information to youth to help them make wise decisions, which in turn will help the community.

Mr. Lawrence B. Thornton presented a brief progress report on the monthly activities of the Work Council. He also listed programs in the seven-county area already in existance which partially deal with the main objective of the Community Education-Work Council, which is to bridge the gaps between the world of education and work for youth.

Through a question and answer period, the method for evaluation of the Project was clarified. Mr. Thornton stressed the fact that the Community Education-Work Council will work in collaboration with school systems and government agencies within the seven-county Motlow service area.

A committee consisting of Mr. Thornton, Dr. Frank Glass, Mr. Dan Marcum, Mr. Phil Trimble, and Mr. Walter Wood was appointed for hiring the Assistant Administrator. Also, the method for nominating full Council members was discussed. It was agreed to allow a ten-day period for the Steering Committee members to nominate at least three individuals to serve on the Council. A full Council meeting was set for 6:30 p.m., May 23, 1977.

The meeting was adjourned by Mr. Lawrence B. Thornton at 9:00 p.m.

Respectfully submitted,

Lawrence B. Thornton

Lawrence B. Thornton
Project Administrator

Ruth Wright

Ruth Wright, Secretary

COMMUNITY EDUCATION-WORK COUNCIL
MINUTES OF THE MEETING

Held May 23, 1977

The Community Education-Work Council held its first full Council meeting on Monday, May 23, 1977, at 6:30 p.m. in Room L-200 of the Classroom Building at Motlow State Community College.

Participating guests were Mr. Jim Mahoney, Project Director of the Community Education-Work Councils for the American Association of Community and Junior Colleges, Washington, D. C.; Dr. Milton Phillips, Director of Public Service, State Board of Regents; and Mr. Charlie Dunn, Director of Vocational Teacher Education at Middle Tennessee State University. Representing Motlow State Community College were Dr. Frank Glass, Dean of Instruction and Colonel O. B. Thornton, Director of Career Education.

Community Education-Work Council Staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert DuBray, Assistant Administrator
Mrs. Ruth Wright, Secretary
Miss Patricia Taylor, Student worker

Council members in attendance were:

Dr. Harry Wagner, President of Motlow State Community College
Dr. Joe Johnson, Dean of Students, MSCC
Mr. Gary Herting, Assistant Director of Continuing Education, MSCC
Mr. John Berry, Assistant Recreation Director, Tullahoma
Mr. Floyd Blackwell, Teacher, Franklin County High School, Winchester
Mr. David Boyd, Employment Counselor, McMinnville
Mrs. Sadie Chandler, Counselor, Franklin County High School, Winchester
Mr. Jim Conley, Attorney, Tullahoma
Mr. Tom Copeland, Attorney, Tullahoma
Mr. Mel Covington, Assistant Principal, Tullahoma High School, Tullahoma
Mr. Ben Fletcher, Teacher, Moore County High School, Lynchburg
Miss Linda Fletcher, Teacher, Moore County High School, Lynchburg
Mrs. Betty Gattis, Secretary, Tennessee Dept. of Corrections, Tullahoma
Mr. Lowell Huddleston, Teacher, Tullahoma High School, Tullahoma
Dr. Louis Hunter, Engineer, ARO, Inc., Tullahoma
Mr. Rabon Johnson, State Representative, 47th District
Mr. Tom Jones, Student, Tullahoma High School, Tullahoma
Mr. Bill Jones, Student, Motlow State Community College, Tullahoma
Miss Judy McDaniel, Teacher, Coffee County Junior High, Manchester
Mr. Don Midgett, Engineer, ARO, Inc., Tullahoma
Mr. Glen Perkins, Juvenile Counselor, Altamont
Miss Esther Sims, Media Specialist, Farrar Elementary School, Tullahoma
Mr. Thomas Smith, Teacher, Coffee County Jr. High School, Tullahoma
Mr. John Sparacino, Secretary, Air Engineering Metal Trades Council
Mr. Mike Stubblefield, Student, Motlow State Community College, Decherd
Mrs. Carolyn Stults, Employment Counselor, Tullahoma
Miss Sandra Trussell, Interviewer, Grundy County Employment Security Office, Altamont

Mr. Lawrence B. Thornton, Project Administrator, welcomed the Council members, announced the Community Education-Work Council Office move, recognized the guest speakers for the evening, and briefly reviewed the agenda items.

Upon introduction, Dr. Harry Wagner welcomed each member to the Council. He expressed that it is a rare opportunity for Motlow and the representatives from the communities in the seven county area to do something that is unique, to plow earth that has never been touched, to take the concept from the Boundless Resource, and to do something to provide a real service to the young people of this community. He stated that Motlow State Community College is committed to the support of the Community Education-Work Council, whatever it requires. Dr. Wagner stressed that the Community Education-Work Council is not a Motlow Project, even though it is housed at Motlow State Community College, but it is a community Project.

The minutes for the Community Education-Work Council Steering Committee meeting of April 20, 1977, were read by Ruth Wright, Secretary for the Community Education-Work Council.

Mr. Thornton made reference to the Boundless Resource, which was distributed to each member.

The next item brought before the Council by Mr. Lawrence B. Thornton was the process by which the assistant administrator was hired, involving a subcommittee appointed by the Steering Committee to review the applicants for the position of assistant administrator. He then presented a brief resume of Mr. Robert DuBray, the new Assistant Administrator for the Community Education-Work Council.

Mr. Thornton reviewed the status of permanent membership, classifying the sixty-one members into education, government, business and industry, labor, student, and parent and teacher groups. He announced that the Community Education-Work Council has had eleven articles published to date and two radio broadcasts.

Mr. Thornton introduced Mr. Charlie Dunn, who presented a brief outline for the evaluation of the Project. He stated that more progress has not been made toward bridging the gap between education and work because educational institutions have been trying to go it alone and they have not learned to open doors to other segments in the community. He reemphasized the point that Dr. Wagner made that the Community Education-Work Council was a community Project, not a Motlow State Community College Project. He expressed that the Council members will determine the success of the Project and, in his judgment, would be the evaluators of their own efforts. Mr. Dunn pointed out that all he had attempted to do as far as the Evaluation Plan was to put down on paper some positive statements concerning the Project. He then reviewed the Evaluation Plan given to each member. He further stated that the measure of what is done and the evaluation of the efforts of the Council is simply the extent to which the Council carries out what they say they plan to do. He commented that the Council probably would not fulfill its real purpose if the Project became institutionalized.

Mr. Thornton mentioned that the Co-Op and Placement Program came into being by a majority vote of the Steering Committee. He then turned the discussion of the Co-Op Program over to Mr. Bob DuBray.

Mr. DuBray explained that the Cooperative Education Program which was being set up for Motlow College students was one facet of the Council's function to develop work experience programs as envisioned under the grant. Mr. DuBray addressed the various action items in the Co-Op Implementation Plan that have been completed or are in process. He commented on the favorable response which the Motlow Faculty and Staff have given to the Co-Op concept following announcement of the Program in memorandums. An article on the Co-Op Program will appear in the next issue of the college newspaper, and a Co-Op information brochure has been drafted for printing. News releases announcing the Program were sent to all news media in the seven county area, as well as Nashville and Chattanooga media. Presentations were made to the Business, Aerospace, and Engineering Advisory Groups, explaining the Co-Op Program. Student application forms for the Program have been completed and approved. The next effort will be a letter campaign to all businesses, industries, and other agencies in the Council area to "open the door" and solicit employer cooperation in the Program. Enclosed with the letters will be an employer interest form which will afford each employer to indicate his interest in the Program and identify those types of academic programs available at Motlow which would best be suited to the employer's Co-Op arrangement. The data received from this mail campaign will contribute to the Council's job market survey, which will be discussed later in the meeting. Mr. DuBray added that follow up visits by the Council Staff Office would be made to the letter recipients, and he suggested Council members' involvement in this effort to engender employer participation. The Co-Op Program will start on a small scale and selective basis with Motlow's Summer Quarter, and expand to a full formal Program in time for the Fall Quarter of 1977. The criteria for student participation in the Program has been established in the following order of importance: 1) Degree to which a Co-Op arrangement will benefit a student's career plans, 2) Academic record, and 3) Financial need. Mr. DuBray pointed out that other matters which might need resolving, e.g. Co-Op enrollment or maintenance fees, will be closely coordinated with Motlow College.

Mr. Thornton reviewed the Placement Program to be operational by Fall Quarter, the first phase being the registration of students, a survey of student interests, and the establishment of the employer base. He mentioned that there would be two types of applications, career applications for graduates of Motlow State Community College and a student application for high school and college students. Files will be maintained on applicants which will include the application, transcripts and their evaluations. To get the employers to participate in the Program, the Council will start with a letter of introduction, followed by a brochure on the Placement service and the kind of students that will be using the service. Also, campus interviews will be set up.

Dr. Wagner added that the easy part of the Programs, that is the affiliation with Motlow has already been accomplished, but equally important is coordinating the efforts of the high school vocational technical programs, and bridging the gaps with employment offices.

Mr. Thornton then reviewed the Memorandum of Understanding, which briefly describes the Community Education-Work Council.

Upon introduction, Mr. Jim Mahoney commented that one of the curious things about special programs like the Community Education-Work Council is that the members may feel all alone in the universe, working on something brand new. He expressed that this feeling was both gratifying because the Council is a unique group in the country and also disconcerting because it places the Council in a kind of fish bowl, where the rest of the country is watching every move to see what evolves from the Council. He further stated that the Council is not alone, as the theme for education-work councils is widespread nationally and widespread internationally, and that the Council should go about their business with this perspective in mind. He offered a second perspective about what is perceived to be the nature of the Community Education-Work Councils, which is composed of five elements: 1) Establish a collaborative process with local community leaders, 2) Council cannot work unless there is committed local leadership for the Program, 3) Council should be an independent, autonomous community group and should not be dominated in any manner by a single community agency, 4) Leadership for the Council should be an evolved one [evolves out of the membership of the Council itself], and 5) The organization of the Council is a matter for the Council to decide by itself. Mr. Mahoney also stated that the function of Motlow State Community College is twofold, those functions being to initiate the Council and to serve as Staff for the Council who are individuals from the communities. Mr. Mahoney concluded by stating that his function as Project Director of the AACJC is to assist each of the Councils in any way he can.

Mr. Thornton opened the floor for discussion. Questions and statements which evolved from the discussion are as follows:

Q. How involved will civic organizations be?
A. To the extent that they want to become involved.

Mr. Thornton stated that one of the major tools to bridge the gap between the world of work and education are surveys which include a job market survey tailored to the target group, ages 16-21.

Q. Are there two programs?
A. The two programs existing as a result of the Community Education-Work Council are the Co-Op Program and Placement Office.

Q. Will this program deal with retarded citizens?
A. That is a definite possibility. We have no boundaries for this program and are open for suggestions to deal with specific problems.

Mr. DuBray commented that there may appear to be an overlap of the Community Education-Work Council's activities with that of other agencies. Our responsibility as a Council is to take it up to where another agency leaves off and to coordinate any areas of overlapping to avoid unnecessary duplication.

Q. Will the Placement Office establish a pool of applicants to refer to employers in a general way or to serve specific orders.
A. We will keep a general pool of applicants, but will fill specific job orders if such applicants exist.

Q. How far along is the Placement Program?
A. We have applications drafted, and are setting up files, but the Program is very much in the beginning stages.

Q. Please explain the Co-Op Program as far as hours per week, pay rate, college credit, etc.
A. As far as we have gone in the planning stages, we have envisioned the Co-Op Program to be very flexible and a number of arrangements can be made. For example, a student may alternate periods of full-time work and then full-time school; or attend school full-time for three quarters and then work the Summer Quarter; or work mornings and attend classes in the afternoon or vice versa. The rate of pay will be determined by the employer who has final decision on hiring. College credit for Co-Op employment is a matter yet to be worked out and certainly is a possibility.

Q. How does this program differ from the current Co-Op Program at Motlow?
A. The current Co-Op Program has an agreement with four year colleges where a student can make arrangements with the four year college that they plan to attend.

Dr. Wagner commented that we have had other experiences on a limited basis, but we think this program will give an opportunity to broaden the base and provide a more flexible arrangement for both employers and prospective students. This program will be far more comprehensive than what we have done in the past.

Q. Will you accept a student on a non-credit basis, that is someone who is working and wants to go back to school in relation to his job?
A. Certainly, this is a reverse type of Co-Op action.

Q. The staff seems rather small for all the services we are talking about providing. What is the staff size projection?
A. The staff is established for this period. The Council itself has to set up subcommittees to encompass these ideas.

Col. O. B. Thornton added that if the Council decides they need additional staff, it needs to be written into the proposal for next year's funding.

Q. Directed to Mr. Mahoney: You mentioned if the Council became incorporated, it would be eligible for gifts, contracts, etc. Will you explain further?
A. Mr. Mahoney replied that if the Community Education-Work Council corporated into a nonprofit organization, it would be eligible for grants.

Q. Who will contact the employers?
A. We have drafted a letter to send to the major employees in the seven county area which we will follow up with personal contact. Also, we may call on the Council to assist in this area.

Q. Are the Community Education-Work Council Staff members full-time employees?
A. Yes, we are your employees.

Q. Will you try to reach mainly the larger businesses or will you contact the smaller businesses also?
A. We will contact the major employers first, the major market areas, and establish slots for them, then go to the secondary and smaller businesses.

Q. What has been the effect of vocational education on dropouts?
A. The question was directed to a representative of vocational education who stated that these programs have not been in existance long enough to determine any actual effect.

Mr. Mahoney commented that the retention rate is greater and students are more content as a result of the Career Education Programs.

Mr. Jim Conley suggested that the Council advise employers of the legislation in the House now which provides a tax credit to employers for the expenses of cooperative education programs.

June 27, 1977, was set as a tentative date for the next Council meeting.

The meeting was adjourned by Mr. Lawrence B. Thornton at 8:30 p.m.

Respectfully Submitted,

Lawrence B. Thornton

Lawrence B. Thornton, Project Administrator

Ruth Wright

Ruth Wright, Secretary

COMMUNITY EDUCATION-WORK COUNCIL
COFFEE COUNTY SUBCOUNCIL MINUTES

Held June 24, 1977

The Community Education-Work Council held its first subcouncil meeting for Coffee County on Friday, June 24, 1977, at 12:00 noon in the Blue Room at Arnold Air Force Station Officers' Club.

Community Education-Work Council Staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator
Miss Patricia Taylor, Student Worker

Council members in attendance were:

Mrs. Nancy Baker, Chairman of Citizens Resource Committee, Tullahoma
Mr. John W. Berry, Assistant Recreation Director, Tullahoma
Mr. James F. Conley, Attorney, Tullahoma
Mr. Tom Copeland, Attorney, Tullahoma
Mrs. Fran Gray, Co-owner of Gray & Holland Employment Service, representing Mr. Ray Holland, Manager, Tullahoma
Mr. A. J. Hice, Pipefitter-Welder, representing Mr. John Sparacino, Labor, Normandy
Mr. Rabon Johnson, State Representative, 47th District, Manchester
Mr. Tom Jones, Student, Tullahoma
Mrs. Carolyn Stults, Employment Counselor, Tullahoma
Col. Otis B. Thornton, Director of Career Education, MSCC, Tullahoma
Mr. George Vibbert, Mayor of Tullahoma

Also in attendance was Mr. Charlie M. Dunn, Director of Vocational Teacher Education at Middle Tennessee State University.

Mr. Lawrence B. Thornton opened the meeting with welcoming remarks and briefly discussed the contents of the information packets distributed to each member present. He then expressed some of the views that he received from the Administrators' Conference in Highgate Springs, Vermont.

Upon introduction, Mayor George S. Vibbert stated that this subcouncil is a good example of community spirit and the challenge before the members is to make the subcouncil a viable and leading force in the community to approach head-on the problems and difficulties faced by our youth in transiting to useful employment. He further stated that it is up to the members to see to it that their efforts are sincere and candid, and that they achieve results through the programs which they develop and the issues they resolve.

Old business brought up included a discussion of the Cooperative Education Program to date by Mr. Robert DuBray. Mr. DuBray mentioned the possibility of awarding course credit for Co-Op work assignments. Mr Thornton described the Placement Service progress to date as follows: 24 Placement applications; 12 Co-Op applications; 9 Career Placement applications; 4 individuals placed; 14 active employers request; and 4 jobs filled for employers.

Mr. Thornton outlined plans to conduct a job market survey throughout the seven county area. This survey would encompass industry and business, as well as youth. Industry and business would be surveyed to ascertain what jobs they would have available to accommodate youth. It was further planned to survey the youth to determine career attitudes, interests and qualifications. Mr. DuBray pointed out that there is already a good amount of statistical data and information from such agencies as the State Employment Security Office and the South Central Development Office, but that this information is not detailed enough for our use and purposes at the local level. He stressed, for example, that one of the big voids is information about our youth. One problem, he noted, is that our youth are unprepared for career development. They do not know how to plan for and go about looking for a job.

Mr. Thornton completed the old business with a comment on the publicity of the Community Education-Work Council which included contacts with local television stations, talk-show interviews with the seven county area radio stations, and articles in the area newspapers, as well as personal contacts.

Mrs. Nancy Baker commented that she had found that the child, age 13, is the one looking for a job and can't find it because the jobs are sewed up by 15 and 16 year olds, and without jobs they could get locked into a pattern of delinquency by the time they are 16. Mr. Thornton responded that our target group does not cover that age group, but the program may have more flexibility in the next budget period to include this younger group.

Mrs. Carolyn Stults asked whether there are any income criteria which individuals have to meet to be eligible for this program. She commented that there were all sorts of programs available for low income and disadvantaged youth, but there just aren't enough jobs for middle income youth. Mr. Thornton replied that there is no income criteria and the only guideline is the target group. Col. O. B. Thornton commented that one of the prime missions of the Council is to eliminate barriers to employment, regardless of what type they are.

An open discussion evolved around a comment made concerning government funding to cities and counties for proverty level individuals.

Mr. Jim Conley asked if the employment agencies had anything to prepare people for jobs and interviews, and do they counsel? Mrs. Stults replied that they do counsel, but that the youth for summer jobs are not adequately counseled. They do have prepared information which they take to the schools every year. Mr. Thornton commented that the Council should consider setting up seminars or programs on how to apply and how to interview for jobs. Comments were made by several members of the subcouncil concerning the preparation of youth for employment.

Mr. Thornton opened the floor for nominations for chairperson of the subcouncil stating that this person would be responsible for keeping the Council together and providing Council staff with input. Mayor George Vibbert nominated Mr. Jim Conley and Mrs. Nancy Baker as cochairpersons. An unanimous vote was taken.

Mr. Rabon Johnson asked if there are any plans to put out fliers, newsletters, or informational leaflets. Mr. Thornton replied that the Council staff is working up fliers on the Community Education-Work Council, outlining the track record on what we've accomplished, and a slide/tape presentation.

Mr. Johnson asked if he should refer to the Community Education-Work Council office a 17 or 18 year old individual who might ask him where they could find a job. Mr. Thornton said that he could refer them to the Employment Security Office or to the Community Education-Work Council Office.

Mr. Johnson asked if the Council was planning some type of vocational training where they would help individuals get into training courses to prepare them for a particular job. Mr. Thornton replied that the Council would be working with Vo-Tech Directors in high schools and the Council could start new projects to take care of the overflow from vocational technical schools. An open discussion evolved concerning training for skilled labor jobs.

Mr. Thornton identified some specific work objectives for the Coffee County Subcouncil. Mr. DuBray commented that the Council staff would need the subcouncil members to help with follow up contacts on the letters to businesses and industries in the area.

Col. O. B. Thornton asked if the staff members would be going out and making personal contacts with businesses to establish Co-Op slots for future Co-Op students. Mr. DuBray expressed that he would be able to judge from the response letters whether an employer will be good for accommodating students. One approach would be to get a commitment from an employer for a full-time slot. Then we would try to keep that slot filled with two or three students alternating on a school/work basis. Col. Thornton suggested that the Council find a person who got his education through a Co-Op arrangement to assist the Council in setting up slots.

Mr. Lawrence Thornton asked for collaboration between the Community Education-Work Council and other agencies represented by the subcouncil in order to make each agency aware of the other. The subcouncil members agreed. Mrs. Baker agreed to contact the Chamber of Commerce of Tullahoma.

Mr. Thornton reopened the discussion on seminar and programs for training individuals in preparing for an interview and filling out applications. He suggested that Motlow had the facilities available, but the problem would be instructors. Mayor Vibbert offered his assistance in this area.

Mrs. Baker stated that the Educational Subcommittee of the Citizens Resource Committee has two courses that they are trying to get started in the high schools and those are a mandatory course on how to study and a course to establish what is correct in terms of what this community allows in moral behavior. An open discussion evolved from this statement.

Mr. Thornton asked for an assignment of priorities to items of work. The first priority was established as the follow-up on letters to businesses and industries concerning cooperative education, and the course on preparing for job interviewing as a second priority.

Tuesday, July 19, was set as a tentative date for the next subcouncil meeting.

The meeting was adjourned by Mr. Lawrence B. Thornton at 1:30 p.m.

Respectfully Submitted,

Lawrence B. Thornton

Lawrence B. Thornton, Project Administrator

Ruth Wright, Secretary

COMMUNITY EDUCATION-WORK COUNCIL
GRUNDY COUNTY SUBCOUNCIL MINUTES

held for June 30, 1977

The Community Education-Work Council held its first subcouncil meeting for Grundy County on Thursday, June 30, 1977 at 1:00 p.m. at the Grundy County Courthouse, Altamont, TN.

Community Education-Work Council staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator
Mrs. Ruth Wright, Secretary

Grundy County Subcouncil members in attendance were:

Mr. Roy Partin, Grundy County Judge
Mr. Glen Perkins, Grundy County Coordinator and Juvenile Counselor
Mr. Glenn Bonner, Superintendent of Education
Mr. Ricky Richards, Director of Human Services for Grundy County
Ms. Sandra Trussell, Employment Counselor at the Altamont Office
Mrs. Judy Fults, Employment Counselor at the Altamont Office

Mr. Lawrence B. Thornton opened the meeting with welcoming remarks and explained the basic purpose and functions of the Community Education-Work Council, emphasizing that the staff is committed to serve the various subcouncils. Also, he briefly discussed the contents of the information packets presented to each member present.

Old Business: Mr. DuBray outlined status of the cooperative education program, mentioning that the program has been well publicized among Motlow students, faculty, staff and throughout the area via the news media. Student applications for the Co-Op Program are being received and letters to business and industries were mailed to solicit employer participation in the cooperative education program. Mr. DuBray stressed that quality is the primary aim of the program. He also expressed plans to have students receive course credit for Co-Op work assignments in selected areas, and the criteria for such course credit is now being developed. He clarified the Co-Op Program which the Community Education-Work Council is launching for Motlow College students as being merely one facet of the work experience programs for youth with which the council is concerned, and that the council must also be concerned with Co-Op arrangements at the high school level throughout the seven county area which Motlow College serves. This will involve close coordination and communications. It was brought out by Ms. Trussell and Mrs. Fults that Grundy County High Schools have cooperative education programs. Mr. Thornton commented on the Career Placement Program which the council staff has set up for Motlow College graduates, and the job placement program for all other students and youth seeking summer and part-time jobs, and encouraged the council members to refer such youth to the staff office. Mr. Thornton described the plans for an area job market survey which will be a two-part survey, one to access employer requirements and projections as to jobs available and the other to determine students' interest, abilities, and training needs that have to be filled. Judge Partin asked were Co-Op students would be placed in jobs, and Mr. DuBray replied that we could arrange a Co-Op job in the student's home locale. Mr. Perkins brought out the lack of a job market in Grundy County and that a different approach is needed in the arrangement of jobs for youth in the county. Mr. DuBray added that the importance of a job market survey bears on this problem, and through such a survey we can determine what types of programs to specifically adopt. Mr. Perkins added that he felt that the emphasise should be on the high school students who drop out of school, because there is no incentive for them to complete high school since one can mine coal without a diploma.

New Business: Mr. Thornton opened the floor for the nomination of a subcouncil chairman. Mr. Glen Perkins and Mr. Ricky Richards were nominated and they were unanimously voted as cochairman of the Grundy County Subcouncil.

Mrs. Fults suggested news letters as a way of collaborating between the Community Education-Work Council and subcouncil members. Mr. DuBray added that we are working on an information brochure and a slide briefing package for council members to use in carring the word about the Community Education-Work Council to various organizations. Mr. Thornton asked about a newspaper in the area and stressed the need to get council news items in the paper. The Grundy County Herald is the only paper, and Mr. Perkins volunteered to coordinate news items with the editor of the Herald. The staff office will summit news releases about the subcouncil meeting to the Tullahoma News whose Publishing Company owns the Grundy County Herald.

After much discussion concerning the economic condition of Grundy County and the business and industrial posture of the county, the subcouncil adopted several specific work objectives. Mr. Perkins, who is a member of the Grundy County Industraial Planning Committee, agreed to inform the Planning Committee about the work of the Community Education-Work Council and he would try to incorporate the council activities in a brochure, which the planning committee is forming to help attract businesses into the county. The staff office will work up a packet of information for this purpose to assist Mr. Perkins. It also was decided that face to face contact with the business people of the community was necessary to inform them of the work of the council and to encourage collaboration. Members of the council agreed to make contacts with the banks, shirt factory, and other businesses to get them involved with the council and also to obtain employer information concerning their businesses, namely size of the business, positions that could be filled by youth, and other pertinent information concerning their business operation. The tourist industry was sited as a future prospect for youth jobs, particularly in the food service, motel management, parks, and recreation activities as the recreational potential of the area is developed. The possibility of utilizing retired people in the area who still have an active interest in the community to work with the council also was discussed.

Thursday July 21, 1977 was set as a tentative date for the next subcouncil meeting to be held at the Grundy County Courthouse.

The meeting was ajourned by Mr. Thornton at 2:10 p.m.

COMMUNITY EDUCATION-WORK COUNCIL
COFFEE COUNTY SUBCOUNCIL MINUTES

Held July 19, 1977

The Community Education-Work Council held the second subcouncil meeting for Coffee County on Tuesday, July 19, 1977, at 11:30 a.m. at the Commodore Inn, Tullahoma, Tennessee.

Community Education-Work Council Staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator
Miss Patricia Taylor, Student Worker
Miss Christy Forrester, Part-time Student Worker

Subcouncil members in attendance were:

Mrs. Nancy Baker, Chairman of Citizens Resource Committee, Tullahoma
Mr. Jim Conley, Attorney, Tullahoma
Mrs. Fran Gray, Co-owner of Gray & Holland Employment Service, Tullahoma
Mr. Ray Holland, Manager, Credit Bureau, Tullahoma
Mr. Ray Johnson, State Representative, 47th District, Manchester
Mr. Joe Lester, Lewis Insurance Agency, Tullahoma
Miss Judy McDaniel, Educator, Manchester
Mr. John Sparacino, Labor, Manchester
Mrs. Carolyn Stults, Employment Counselor, Tullahoma
Mr. George Vibbert, Jr., Mayor of Tullahoma
Dr. Harry Wagner, President of Motlow State Community College, Tullahoma

Also in attendance was Mr. Gary Herting, Assistant Director of Continuing Education at Motlow State Community College.

Mr. Lawrence B. Thornton opened the meeting with welcoming remarks and introduction of all members present was made.

OLD BUSINESS:

Mr. Jim Conley discussed plans for a seminar to be conducted to help young people present themselves to employers and to prepare themselves for seeking jobs. This program would focus on the age group 16-21 years. Plans are being made through Mrs. Carolyn Stults to check with the State Employment Security Office to see if a program is available for instructing youths in job seeking efforts and to determine if such a program could be adopted for our local needs. Mr. Herting suggested that personnel directors from various industries also be contacted for assistance in this program.

Mr. DuBray discussed the status of the Council's contacts with business through a mail campaign to solicit industries' cooperation. A total of 271 letters have been sent to businesses and industries thus far, but it is still too early to determine the nature of the responses. Also, letters were sent to thirty-eight Motlow engineering students who would be returning this Fall Quarter, apprising them of the Co-Op program and urging them to apply.

Mr. Thornton covered the status of the Council's placement service at Motlow stating that it is moving along nicely with calls from employers being filed, students being interviewed for jobs, and referrals being made to employers.

Dr. Wagner mentioned that there is a new program which is being federally funded to provide for twenty positions at Motlow College for the economically disadvantaged. These positions would provide work experiences, as well as paid tuition and expenses for attending classes at the same time. The positions would offer a variety of job fields in such areas as keypunch, accounting, computer programming, etc., and he urged Council members to refer eligible and interested individuals to the Employment Security Office which is handling the application procedures for the program.

Mrs. Baker reported that she had contacted Dr. Semmes of the Tullahoma Chamber of Commerce concerning a youth employment program. She stated that Dr. Semmes agreed to cooperate with the subcouncil as much as he could, and will refer someone who is interested in youth employment to contact the Council. Mrs. Baker also made contact with the Tullahoma Youth Advisory Council who will be working with the subcouncil on the various programs adopted for the high school people. The Youth Advisory Council will be an important segment of the subcouncil's actions to advise of the feasibility and practicality of various programs from the youth standpoint. It was brought out that the Manchester youth should also be included in the subcouncil's activities and that the president of the student council at the Coffee County High School should be consulted.

NEW BUSINESS:

Mr. Conley stressed the need for more Manchester representatives to serve on the subcouncil, and Mr. Johnson suggested that Mr. Buster Bush, former Mayor of Manchester, and Mr. Gary Cline be consulted for leads on additional members for Manchester. The comment was made that students also are needed on the Council to provide opinions from the youth standpoint.

Mrs. Baker brought out the need for a central coordinating agency to serve as an information source on the variety of city wide programs operating for the needs of youth. There is a problem in sorting out the overlapping programs. Dr. Wagner added that this was the sort of thing the Work Council should strive to set up and publicize various youth programs in existance. There was consensus among the subcouncil members that such a program should be adopted where the various programs for youth would be publicized and a center for telephone information could be made available. The possibility of maintaining a telephone answering service with a toll free number was discussed. This idea will be pursued further by the subcouncil.

It was announced that Motlow College will be setting up exhibits in the Northgate Mall on the 18th and 19th of August, and that it would provide a good opportunity for the Council to have an information booth there to publicize its program. The members decided on plans to man the booth, and the Council staff office will arrange for information materials.

Mr. Johnson asked if there was anything that could be done about setting up a job program to handle odd jobs for people to be run by youth, called as a suggestion "Handy Work Incorporated". A discussion followed concerning the need for capital, costs, and a responsible individual to assume leadership and responsibility of such an undertaking. It was suggested that such a program could possibly be operated through the high school or state vocational technical programs, and Mr. DuBray will look into this possibility.

Mr. Thornton described an audio-visual presentation program which is being worked on by the Council staff office which will provide a briefing package to be presented to various community and civic groups publicizing the purpose and function of the Community Education-Work Council.

Mr. Thornton reported on plans to hire a consultant to perform an area job market survey for youth employment. Dr. Miller who is Chief of the Vocational Education Department at the University of Tennessee has been contacted and will provide a team to perform this survey.

Tuesday, August 16, 1977, was set as a tentative date for the next subcouncil meeting.

The meeting was adjourned by Mr. Lawrence B. Thornton at 1:00 p.m.

Respectfully Submitted,

Lawrence B. Thornton

Lawrence B. Thornton, Project Administrator

COMMUNITY EDUCATION-WORK COUNCIL
GRUNDY COUNTY SUBCOUNCIL MINUTES

Held July 21, 1977

The Community Education-Work Council held its second subcouncil meeting for Grundy County on Thursday, July 21, 1977, at 1:00 p.m. at the Grundy County Courthouse, Altamont, Tennessee.

Community Education-Work Council Staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator

Grundy County Subcouncil members in attendance were:

Mrs. Judy Fults, Employment Counselor at the Altamont Office
Mr. Glen Perkins, Grundy County Coordinator and Juvenile Counselor
Mr. Ricky Richards, Director of Human Services, Tracy City

Other persons in attendance were:

Mr. Randy Eaves, Tennessee State Planning Office, Southeast Tennessee Office, Chattanooga, Tennessee
Mr. Wesley Motley, Area Representative, OTAD, TVA, Knoxville, Tennessee
Mr. Steve Trussler, State Planner, Tennessee Department of Conservation, Tracy City, Tennessee

Mr. Thornton opened the meeting by thanking everyone present for coming, and he welcomed the subcouncil's three guests.

The meeting was then turned over to Mr. Glen Perkins for review and discussion of old business items.

Mrs. Fults reported that she and Miss Sandra Trussell had made contact with eight employers thus far to notify them of the Council's staff office efforts to set up the cooperative education program, and to solicit their cooperation with the Council's affairs. Additional employers will be contacted in the near future. In this connection, Mr. DuBray mentioned that the Council staff office had sent out letters to businesses and industries concerning the cooperative education and placement programs, and he provided Mrs. Fults with a list of those employers in Grundy County who were sent letters. Mrs. Fults will review the list for any additions or corrections, and advise Mr. DuBray accordingly.

Mr. DuBray elaborated on the letters that were sent to employers throughout the seven county area. About 271 letters were sent thus far, explaining the role of the Community Education-Work Council and announcing the establishment of a cooperative education program for Motlow College students and for high school youth in the area, plus a job placement service for Motlow graduates and students. Since this letter campaign is just getting started, only about ten responses have been received to date. These responses are in the form of a completed questionnaire which employers were asked to fill out. Once the responses are received, Mr. DuBray stated that they will serve as a good employer base of information on what types of youth and students employers are seeking to hire. Mr. DuBray also mentioned that 38 letters were sent to Motlow College engineering students apprising them of the Co-Op Program and urging them to apply.

Mr. Thornton informed the members about the Coffee County subcouncil's efforts and plans to set up a clearing house for youth information pertaining to various programs applying to youth and related to youth education and employment opportunities. This clearing house will be in the form of a telephone number located in the Council staff office at Motlow where people can call the number collect for various directory information. Mr. Thornton advised that this clearing house of information would be available to youth throughout the seven county area and that the Grundy County subcouncil should compile information about Grundy County for use in the clearing house directory. The phone line is expected to be installed around the first of August.

Mr. Perkins informed the Council members about his contact with the State Planning Office concerning industrial development and introduced Mr. Randy Eaves of the State Planning Office who was involved in the accumulation of planning data for Grundy County. Mr. Eaves went on to explain that he is working on various types of data to be included in a brochure about Grundy County. This data would relate to population, type of school system, amount of skilled labor in the area, facilities available, and other economic data pertinent to the potential of developing Grundy County industrially. Mr. Eaves said that he hoped this data would be completed in about six weeks. Mr. Perkins added that we need to provide an input to Mr. Eaves for this brochure concerning information about the Council's activities and how it can contribute to the economic and industrial development of the County. Mrs. Fults injected that the Employment Security Office is ready and willing to provide the recruiting and employment services for any new potential industry which is interested in moving into the area. Mr. Perkins commented on the fact that recreation would probably be the biggest thing that happened in the County over the next five years, and he asked Mr. Trussler from the State Department of Conservation to address this area. Mr. Trussler opinioned that the South Cumberland Recreation Area could be the economic future of the County. The South Cumberland Recreation Area now employs about thirty people, and it was expected to increase this number to about fifty by next year, thus being the largest employer in the County. This recreation activity will need employees in maintenance and clerical jobs, plus a superintendent position and park rangers, in addition to unskilled laborers. Mr. Trussler said that they performed their own training of personnel because of the unique nature of their jobs. Mr. Trussler felt that the area with its recreational features would be attracting a large number of visitors by 1985, and along with this would come some need for motels and food service facilities. Although the emphasis on this recreation area would be to maintain a primitive environment, there will be visitors who will seek the comforts of a motel and restaurant. The commercial development of the area will be left up to private industry and investors.

The subcouncil members then discussed the need to compile all pertinent information concerning the County's potential and resources in order to provide Mr. Eaves with this information for incorporation into the brochure. It was decided that the subcouncil, mainly Mr. Perkins and Mr. Richards, would serve as a focal point for the compilation of this data to be transmitted to Mr. Eaves. Mr. Eaves, in turn, would extract all of the pertinent information which he felt necessary for the brochure. The Council staff office agreed to work up a description on the purpose and function of the Council and the role it can play as a resource in the economic development of Grundy County. This would be provided to the subcouncil cochairmen. Likewise, Mrs. Fults and Mr. Trussler would provide information on their respective areas to the subcouncil cochairmen for transmittal to Mr. Eaves.

Mr. Wesley Motley, a representative of TVA, explained the TVA's interest in the economic development of county areas and his association with the TVA's special opportunity program, whereby TVA will invest federally appropriated monies to communities which are seeking to industrially and economically develop their areas. Mr. Motley explained that he serves as a point of contact or field representative for the TVA to coordinate and facilitate the planning of such community developments. He presented some ideas on what factors to consider when planning for the economic and industrial development of a given area.

Mr. Thornton summarized the points of the meeting by mentioning the clearing house for youth information which the staff office is preparing, as well as emphasizing that the staff office would prepare a descriptive information about the Council's programs and resources for use in Grundy County's industrial planning. Mr. Thornton added that the Coffee County subcouncil is developing a program to indoctrinate youth on ways to seek jobs by planning, preparing, and conducting themselves in appropriate ways to obtain jobs. This program would initially be open to all youth ages 16-21 in the seven county area.

Mr. Thornton thanked the three guests for their valuable contribution to the meeting and hoped that the subcouncil could look forward to future contacts and working relationships with these three gentlemen.

August 25, 1977, was set as a tentative date for the next subcouncil meeting. The time and place will be arranged by the subcouncil cochairmen.

The meeting was adjourned by Mr. Thornton at 2:20 p.m.

Respectfully Submitted,

Lawrence B. Thornton
Project Administrator

COMMUNITY EDUCATION-WORK COUNCIL
BEDFORD COUNTY SUBCOUNCIL MINUTES

Held July 22, 1977

The Community Education-Work Council held the first subcouncil meeting for Bedford County on Friday, July 22, 1977, at 11:30 a.m. at the Shelbyville Inn, Shelbyville, Tennessee.

Community Education-Work Council Staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator

Bedford County Subcouncil members in attendance were:

Mr. Gene Bedsole, Empire Pencil Company, Shelbyville, Tennessee
Mr. Charles Christian, Personnel Manager, Josten's, Shelbyville, Tennessee
Mr. R. E. Holden, Superintendent of the State Area Vocational Technical School, Shelbyville, Tennessee
Mrs. Evelyn McGrew, Executive Director of the Chamber of Commerce, Shelbyville, Tennessee
Mrs. Clara Nelson, Employment Interviewer, State Employment Security Office, Shelbyville, Tennessee
Mr. Walter Wood, South Central Development Office, Motlow State Community College, Tullahoma, Tennessee

Mr. Lawrence B. Thornton opened the meeting with welcoming remarks and explained the basic purpose and functions of the Community Education-Work Council and described some background information concerning the Council's operations to date. He also briefly discussed the contents of the information packets which were presented to each member present.

OLD BUSINESS:

Mr. DuBray outlined the status of the cooperative education program which is being developed for Motlow College students. He emphasized that the cooperative education program was merely one segment of the work experience program which the Council was responsible for undertaking. An implementation plan was developed and the program has been well publicized among Motlow students, faculty, staff, and throughout the area via the news media. Applications for Co-Op are now being received and there are a total of twelve applications on file. The staff office is in the process of establishing an employer base through the use of a mail campaign with letters sent to businesses and industries throughout the seven county area. These letters, signed by Mr. Thornton as Project Administrator and Dr. Harry Wagner as Motlow College President, solicit employer participation in the cooperative education program. Mr. DuBray stressed that quality is the primary aim of the program and attempts will be made to obtain employer commitments for Co-Op slots against which the staff office will match students for cooperative work assignments. Flexible work arrangements for students in the Co-Op program will be attempted. He further expressed plans to have students receive course credit for certain Co-Op work assignments in selected areas, and the criteria for such course credit is now being developed. He explained that the Co-Op program also concerns other student age groups besides those at Motlow College and that the Council is concerned with Co-Op arrangements at the high school level throughout the seven county area which Motlow College serves. This, of course, will involve close coordination and communication with the educational personnel involved with Co-Op and vocational programs.

As another feature of the work experience program, Mr. Thornton described the placement service for Motlow students and other area students which was established by the staff office. This service involves career placement for Motlow College graduates, as well as part-time and summer job placement services for other youth, ages 16-21. He stressed the need for the staff office to work closely with Employment Security Offices in coordinating job placements for youth. So far, fifteen youths have been placed in jobs, and there are fourteen jobs available now in the files of the staff office. It is expected that student applications for jobs, as well as employer requirements for positions available, will increase as the program progresses and as the new school year begins in the fall.

Mr. Thornton discussed the staff office's plans to conduct an area job market survey to assess employer requirements and occupational demands and projections by county. The survey, in part, will attempt to ascertain what skills employers need, and it will also take a look at the educational system and what kinds of youth skills available. In brief, the job market survey hopes to assess the total job supply and demand situation throughout the seven county area.

Mr. Thornton emphasized that publicity was necessary to inform the public about the Community Education-Work Council and to maintain community awareness of what the Council is doing. The staff office has been involved in radio talk shows and numerous news releases have been submitted and published in the various newspapers throughout the seven county area. Mr. Thornton stressed that it was important for the Bedford County Subcouncil to work closely with the local newspaper, and Mrs. McGrew agreed to be the subcouncil point of contact with the newspaper. Mr. Christian offered to work with the radio station.

NEW BUSINESS:

Mr. Gene Bedsole and Mrs. Sarah Coop were nominated and elected as cochairpersons for the subcouncil. Mr. Thornton advised that the staff office will work directly with the subcouncil cochairpersons and he urged them to visit the staff office at Motlow College to become oriented with some of the details of our staff office operation.

Mr. Thornton advised the members that the staff office had planned to publish a newsletter informing the various subcouncils about Council happenings and programs which take place in the various counties. He also mentioned a tape/slide presentation that was being professionally developed for use at civic and community clubs to describe the purpose and function of the Community Education-Work Council. The members endorsed these two means as an excellent way of obtaining better cooperation and communication among Council members and the various agencies which collaborate with the Council.

In suggesting certain specific work objectives which the subcouncil should adopt, Mr. Thornton outlined several examples of work objectives which were being undertaken by other subcouncils. For example, the Coffee County Subcouncil is establishing a clearing house and directory for youth information programs which would be made available through the use of a special telephone number on a collect call basis. The Grundy County Subcouncil is taking an active role in the planning for industrial development in the county due to the scarce availability of industries and jobs. A training program for youth designed to instruct and orient our young people on the essentials of job hunting is being developed through the Coffee County Subcouncil. The program will be run on a trial basis at Motlow beginning this summer, hopefully, and then it would be developed for the high schools in the spring. The clearing house for youth programs and the youth training program for seeking jobs will be available for youth throughout the seven county area.

A lengthly discussion followed concerning arrangements for employers to accommodate Co-Op students, and utilization of existing educational and training facilities for meeting training and educational needs of youth in the county. It was mentioned that a problem which Bedford County has is the inability to get people interested or motivated in adult educational programs. It was further opinioned that you must get a course started and kept going before the people become interested through the grapevine. It was further offered that perhaps the need for more information on youth and student groups, plus an input from youth groups as to what they would need and want, is necessary. Most of the youth groups seem to be tied in with the high school and it was felt that the high school counselors could be of assistance in this area. Mrs. Coop will be consulted on this matter.

The members decided on the following specific work assignments in this order: 1) Publicity program to cover subcouncil activities; 2) Information to input the staff office for use in the staff office's clearing house for youth programs; 3) Obtain youth representation on the subcouncil; 4) A program for the high school which would announce the various programs available for training and education; 5) Establish a focal point in the county which would serve as an agency to arrange cooperative work assignments. This focal point would maintain a listing of Co-Op jobs from industry and would distinguish between cooperative education jobs and other jobs available for youth. The staff office will work closely with Mrs. Nelson to see if this focal point could be established in the Employment Security Office.

August 19, 1977, at 11:30 a.m. in the Shelbyville Inn was set as the next subcouncil meeting. The meeting was adjourned by Mr. Thornton at 1:15 p.m.

Respectfully submitted,

Lawrence B. Thornton
Project Administrator

COMMUNITY EDUCATION-WORK COUNCIL
WARREN COUNTY SUBCOUNCIL MINUTES

Held July 29, 1977

The Community Education-Work Council held its first subcouncil meeting for Warren County on Friday, July 29, 1977, at 11:30 a.m. at the Hillcrest Restaurant in McMinnville, Tennessee.

Community Education-Work Council staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator

Warren County Subcouncil members in attendance were:

Mrs. Dollye Cardwell, Senior Counselor, Warren County Senior High School, McMinnville, Tennessee
Mr. Marvin Lusk, Counselor, Area Vocational Technical School, McMinnville, Tennessee
Mr. Tommy Martin, Personnel Manager, Dezurik Corporation, McMinnville, Tennessee

Mr. Lawrence B. Thornton opened the meeting with welcoming remarks and presented an overview and description of the evolution of the project from the Steering Group Committee through development of the full Council and current efforts to organize subcouncils throughout the seven county area that the Community Education-Work Council serves. He explained the basic purpose and function of the Community Education-Work Council, and emphasized that the Council staff is committed to serve the various subcouncils. He also briefly discussed the contents of the information packets presented to each member present.

Old Business: Mr. DuBray reviewed the progress to date on the cooperative education program, emphasizing that the cooperative education program being developed for Motlow College Students was merely one facet of the work experience programs which the Community Education-Work Council would be addressing. He explained that the Co-Op Program for Motlow students was well publicized among the students, faculty, staff and news media throughout the seven county area. There are about eighteen student applicants who have signed up for the Co-Op Program thus far, and letters to businesses and industries throughout the seven county area were mailed to solicit employer participation in the cooperative education program. Mr. DuBray also described plans to have students receive course credit for Co-Op work assignments in selected areas, and the criteria for such course credit is now being developed. He stated that the Council must also be concerned with Co-Op arrangements at the high school level throughout the seven county area which Motlow College serves. This would involve close coordination and communications with cooperative education personnel in the various schools. He informed the members that the staff office would be interested in receiving the subcouncil's assistance in the follow-up to businesses and industries on the letters which were sent concerning the Co-Op and placement programs.

Mr. Thornton commented on the career placement program which the Council staff office has set up for Motlow College students, and the job placement program for all other students and youth seeking summer and part-time jobs. He encouraged the subcouncil members to refer such youth to the staff office.

Mr. Thornton described the plans for an area job market survey which will be accomplished under a consultant type contract. The survey would consist of two parts, one to assess employer requirements and projections as to jobs available, and the other to determine students' interests, abilities, and training needs that have to be filled.

Mr. Thornton emphasized that publicity of the Community Education-Work Council was an essential feature of our program, and that the Council's function and purpose has been well publicized to date in various newspapers, and radio talk shows throughout the seven county area.

New Business: The subcouncil members decided to defer election of a subcouncil chairperson until more members were obtained.

The members felt that formal presentations to various civic and community groups concerning the function and purpose of the Community Education-Work Council was an effective way of collaborating with other agencies and groups. Mr. Thornton informed the members that the staff office is working on a professionally developed slide/tape presentation to be given for such purposes. It was felt that presentations at the Lions and Rotary Clubs in McMinnville would be beneficial.

The members agreed to the following specific work objectives to strive for in the immediate future: a) Develop information and data for use in the staff office directory for youth information which is being developed and planned to be in effect the first part of August; b) Participate in the training program for youth concerning job seeking techniques which is being developed in collaboration with the Coffee County subcouncil and Motlow College; c) Continue to publicize the subcouncil's programs and activities through the newspaper and radio station; d) Seek additional members for the Warren County subcouncil.

The members jointly recommended the following people to be contacted for membership on the Warren County subcouncil: Mr. Dave Lewis, Employment and Training Manager, Carrier Corporation; Mrs. Delores Reep, Interviewer, Employment Security Office; Mr. Todd Herzog, Powermatic Corporation; Mr. John Collier, Pleasant Cove Nursery; Mr. T. E. McGee, Distributive Education teacher, Warren County High School; the Employment Manager of Rockford Textile Corporation; Mr. Jerry Stubblefield, Vocational Education teacher, Warren County High School; and Mr. Norman Elrod, President of the Lions Club. Mr. Lusk agreed to contact Mrs. Reep, Mr. Collier, and Mr. Elrod, and Mrs. Cardwell agreed to contact Mr. McGee and Mr. Stubblefield. The Council staff office agreed to make contacts with all the recommended people as well.

It was noted that a new newspaper was being formed in McMinnville by a Mr. Bill Zackman, and it was suggested that future news releases on the Warren County subcouncil be submitted to this individual at the Warren County News.

Friday, August 26, 1977, was set as the tentative date for the next subcouncil meeting to be held in McMinnville. Meeting place will be arranged by the Council staff office.

Mr. Martin stated that he was working with Gary Herting of Motlow College to form a chapter of the American Society of personnel administrators, with plans to meet in September. Mr. DuBray noted that this would be an excellent group to get our message of the Council's activities to.

The meeting was adjourned by Mr. Thornton at 1:00 p.m.

Respectfully Submitted,

Lawrence B. Thornton
Project Administrator

COMMUNITY EDUCATION-WORK COUNCIL
LINCOLN COUNTY SUBCOUNCIL MINUTES

Held August 11, 1977

The Community Education-Work Council held its first subcouncil meeting for Lincoln County on Thursday, August 11, 1977, at 11:30 a.m. at the Town House Restaurant, Fayetteville, Tennessee.

Community Education-Work Council staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Administrator

Lincoln County Subcouncil members in attendance were:

Mr. Walter Holm, General Manager, Copperweld Southern, Inc., Fayetteville
Mr. Eldred Tucker, Assistant Superintendent of Schools, Fayetteville
Mr. Joe Wayne McGee, Personnel Manager and Project Coordinator, CFW Construction Company, Inc., Fayetteville

Mr. Lawrence B. Thornton opened the meeting with welcoming remarks and presented an overview and description of the evolution of the project from the Steering Group Committee through development of the full Council and current efforts to organize subcouncils throughout the seven county area which the Community Education-Work Council serves. He explained the basic purpose and function of the Community Education-Work Council, and emphasized that the Council staff is committed to serve the various subcouncils in their specific programs adopted for their respective counties. He also briefly discussed the contents of the information packets presented to each member present.

OLD BUSINESS:

Mr. DuBray reviewed the progress to date on the cooperative education program, emphasizing that the Co-Op program being developed for Motlow College students was merely one facet of the work experience programs which the Community Education-Work Council would be addressing. He mentioned that the Co-Op program for Motlow students has been well publicized among the student body, faculty, and staff, and throughout the news media in the seven county area. About twenty student applications have been received for the Co-Op program thus far, and in addition to building the student application file, efforts were being maintained to establish an employer base to receive students into the Co-Op program. He explained that 325 letters were sent to businesses and industries throughout the area to solicit employer participation in the cooperative education program as well as the career placement program for Motlow College graduates. The responses to this mail campaign have been quite favorable with over 75% of the responses indicating employer desires to participate in either the Co-Op or Placement programs. Mr. DuBray also described plans to have students receive course credit for Co-Op work assignments in selected areas, and that the criteria for course credit is now being developed. He stated that the Council was also concerned with Co-Op arrangements at the high school level throughout the seven county area and this involves close coordination and communication with cooperative education personnel in the various schools. He informed the subcouncil members that the staff office is receptive toward any suggestions and comments concerning the operation of the Co-Op education program for Motlow students. He also expressed desires to have the Lincoln County Subcouncil members assist the staff office in the future to follow-up with certain businesses and industries concerning the letters that have been sent.

Mr. Thornton commented on the career placement program which the Council staff office has established for Motlow College students and the job placement program for all other students and youth seeking summer and part-time jobs. He encouraged subcouncil members to refer such youth to the staff office.

Mr. Thornton described plans for an area job market survey which would be accomplished under a consultant type contract. The survey would consist of two parts, one to assess employer requirements and projections as to jobs available, and the other to determine students' interests, abilities, and training needs that have to be filled. The job market survey would be a means to pinpoint any deficiencies which may exist in the education-to-work process which the subcouncil could possibly address in the future.

Mr. Thornton emphasized that publicity of the Community Education-Work Council was an essential feature of our program, and that the Council's function and purpose has been well publicized to date in various newspapers and radio talk shows throughout the seven county area. He expressed the need to have a focal point in the subcouncil to serve as a liaison between the subcouncil and news media.

NEW BUSINESS:

The subcouncil members decided to defer election of a subcouncil chairperson until more members were obtained.

The need to acquire additional membership on the subcouncil was discussed. Mr. Thornton mentioned that several people not present at the meeting had been initially contacted for participation on the subcouncil. These individuals were Mr. Jim Shubert, Mr. Beverly Young, Mr. Jim Malone, Mr. Ralph Hastings, and Mr. Bob Alder, Jr. It was noted that Mr. Howard Lee and Mrs. Reta Colbert had agreed to serve as members on the subcouncil, but were unable to attend this meeting. It was agreed that Mr. Holm would contact Mr. Shubert and Mr. Young for participation on the subcouncil. Mr. McGee would contact Jim Malone and Bob Alder, Jr., and Mr. Tucker would contact Mr. Hastings, as well as remind Mr. Lee and Mrs. Colbert of the subcouncil's interest in their forthcoming participation on the subcouncil.

Mr. Tucker agreed to be the subcouncil focal point for transmitting news releases to the local newspaper. He mentioned that Mr. Joe Collins was editor and a Mr. Bob Collins whom he knew was a reporter. Arrangements were discussed to furnish Mr. Tucker a news release covering this first subcouncil meeting, and Mr. Tucker would personally take the news release to Mr. Joe Collins for publication.

Mr. Thornton informed the members about two programs which the Coffee County Subcouncil was instituting which would be of interest and applicability to Lincoln County as well. He described the directory of youth activities which the Coffee County Subcouncil was preparing and the telephone line that was set up in the Council staff office to receive inquiries concerning youth programs for the entire seven county area. The members were asked to think about this program and be prepared to furnish information concerning youth programs and activities in Lincoln County for publication in the directory. The members also were informed about a training program for youth in how to go about preparing themselves for jobs and seeking employment. This program was being developed by the Coffee County Subcouncil because of recognized deficiencies among youth on how to prepare themselves for employment. This program will be developed on a pilot basis in Coffee County, and subsequently presented in the other counties.

Thursday, September 1, 1977, was set as the date for the next subcouncil meeting to be held in Fayetteville. The meeting place will be arranged by the Council staff office.

The meeting was adjourned at 1:00 p.m.

Respectfully Submitted,

Lawrence B. Thornton

Lawrence B. Thornton
Project Administrator

Robert J. DuBray

Robert J. DuBray
Assistant Administrator

COMMUNITY EDUCATION-WORK COUNCIL
COFFEE COUNTY SUBCOUNCIL MINUTES

Held August 16, 1977

The Community Education-Work Council held the third subcouncil meeting for Coffee County on Tuesday, August 16, 1977, at 11:30 a.m. at the Holiday Inn Restaurant, Manchester, Tennessee.

The Community Education-Work Council staff member in attendance was Mr. Lawrence B. Thornton, Project Administrator.

Subcouncil members in attendance were:

Mrs. Nancy Baker, Chairman of the Tullahoma Citizens' Resource Committee, Tullahoma, Tennessee
Mr. Ray Holland, Manager, Credit Bureau and Gray and Holland Employment Service, Tullahoma, Tennessee
Miss Judy McDaniel, Educator, Manchester, Tennessee
Mr. Tom Jones, Student, Tullahoma, Tennessee
Mr. Jim Herron, Student, Tullahoma, Tennessee
Mr. John W. Berry, Assistant Recreation Director, Tullahoma, Tennessee
Col. O. B. Thornton, Educator, Motlow State Community College, Tullahoma, Tennessee
Mr. A. J. Hice, Labor, ARO, Inc., Normandy, Tennessee

Also in attendance was Mr. Charlie Dunn, Director of Vocational Teacher Education at Middle Tennessee State University, and Consultant to the Community Education-Work Council.

OLD BUSINESS:

The latest plans and thinking concerning the seminar for youth on applying and looking for jobs were discussed. It was noted that should the course be instituted through the Continuing Education Department at Motlow College, the course could begin just about any time and would not necessarily have to coincide with the rest of the college calendar. It was decided to put out a questionnaire to the subcouncil members asking what types of subjects should be covered in the course in order to structure the course properly and to make it meaningful to our youth. The staff office will assist in the preparation of the questionnaire.

Mr. Thornton commented on the preparations for the Community Education-Work Council booth for the "Motlow in the Mall" program. He said that people were needed to man the booth on Friday evening and on Saturday. The Council staff office is preparing materials and signs and pictures to be displayed in order to get the word out to the public about the Council's activities. Mrs. Baker agreed to contact people for manning the booth and will work along with Mrs. Stults and Mr. DuBray on the booth manning schedule.

A separate telephone line has been installed in the Council staff office at Motlow for the youth clearing house directory. The number of this phone is 455-6365 and is a direct line not tied to the Motlow switchboard. Mrs. Baker said in order to compile this directory of youth programs, she will need the names of various organizations and the services which they provide. She plans to make contacts to the various organizations by phone or letter to receive input from the various organizations with which to compose the directory. Mr. Thornton commented on the fact that other county subcouncils also are interested in the program and we hope to have a directory of the youth services published by county. The possibility was mentioned of using the clearing house phone for job referrals in the Handiwork, Incorporated operation once it gets going.

A discussion followed on the Handiwork, Incorporated project and the subcouncil members were referred to Mr. DuBray's memo concerning his initial inquiries and considerations given to get this program under way.

Subcouncil members follow-up on the Co-Op program was discussed. A list of all the businesses and industries which were contacted via letter by the staff office in Coffee County was provided the members for follow-up. A committee has been established by Mrs. Baker to conduct this follow-up program. Committee members include Mr. Lester, Mr. Copeland, Miss McDaniel, Mr. Sparacino, and Mr. Jim Herron.

Mrs. Baker stated that she had appointed subcouncil members to other committees, and based these appointments on what she thought would be their interests. She also expressed the desire to have youth participate on some of these committees. Other committees appointed, along with their members, include: Handiwork, Inc. composed of Mr. Johnson, Mr. Holland, Mr. Berry, Mr. Covington, and Mr. Jones; the seminar for youth job seeking committee composed of Mr. Conley, Mr. Vibbert, Mrs. Gray, and Mrs. Stults; and the youth clearing house committee is comprised of Mrs. Baker at the present time.

Concern was expressed over the need for a special person to man the clearing house telephone. Mr. Thornton felt that there would be the possible need for a full-time person once the directory was completed.

Mr. Thornton advised the committee members to keep in touch with the staff office concerning their progress and to coordinate with the staff office for additional information.

NEW BUSINESS:

It was noted that Mr. Conley had the names of four persons in Manchester to contact for additional representation on the subcouncil. Mr. Thornton said he would contact Mr. Conley about these persons.

Mr. Thornton expressed a desire to have the various subcouncil committees provide progress and status reports to the staff office about once every two months. These reports can be started once the committees become operational, and will be included in the staff office's monthly progress reports to the AACJC. These reports would be an excellent way to show what the subcouncils are doing in their counties. Since the staff office's monthly report is due in Washington on the fifth day of each month, it was suggested that committee reports be submitted by the last day of the month.

The subject of obtaining official sanctioning of the Coffee County Subcouncil was discussed. Mr. Thornton credited Mr. Dunn, the Council's consultant, for suggesting this idea. The discussion centered around the reasoning and essentially for obtaining official sanctioning of the subcouncil. Mr. Dunn explained that it would be advantageous for the subcouncil to obtain official sanctioning in the event that it is desired to put forth certain tasks or programs before the county, city, or community. Official sanctioning of the subcouncil would carry with it a recognized community status rather than just a group of interested citizens. Further, it would be easier for the subcouncil to conduct business with the Board of Mayor and Aldermen as a recognized organization. Col. O. B. Thornton also suggested that it would be advantageous in the future for the subcouncil to have this official status if it decided to incorporate and stand on its own feet. Action on this item was deferred until subcouncil members could give it more thought. Mr. Thornton said that he would bring this item up at the full Council meeting in September.

Mr. Thornton and Mrs. Baker reported on the Federal Grants Workshop which was conducted by U. S. Representative Albert Gore, Jr. The staff office personnel and Mrs. Baker attended this workshop for two days. The workshop explained the various Federal Grant programs and funding procedures. The Council staff office and Mrs. Baker will be receiving some reports on these important programs which may be useful in supporting future activities of the Council.

Miss McDaniel suggested that an information booth about the subcouncil activities be set up at the Coffee County fair, September 21-24. She said the booth does not have to be manned. Miss McDaniel will arrange for the booth and work with the staff office in providing material.

Due to the full Council meeting scheduled for September, the next meeting of the Coffee County Subcouncil will take place in October 1977.

There being no further business, the meeting was adjourned at 1:15 p.m. by Mrs. Nancy Baker, Cochairperson of the Coffee County Subcouncil.

Respectfully Submitted,

Lawrence B. Thornton
Project Administrator

Robert J. DuBray

Robert J. DuBray
Assistant Administrator

COMMUNITY EDUCATION-WORK COUNCIL
BEDFORD COUNTY SUBCOUNCIL MINUTES

Held August 19, 1977

The Community Education-Work Council held the second subcouncil meeting for Bedford County on Friday, August 19, 1977, at 11:30 a.m. at the Shelbyville Inn, Shelbyville, Tennessee.

The Community Education-Work Council staff member in attendance was Mr. Robert J. DuBray, Assistant Administrator.

Bedford County Subcouncil members in attendance were:

Mr. Ronald H. Adcock, State Area Vocational-Technical School, Shelbyville, Tennessee, representing Mr. R. E. Holden

Mrs. Sarah Coop, Counselor at Central High School, Shelbyville, Tennessee

Mrs. Evelyn McGrew, Executive Director of the Chamber of Commerce, Shelbyville, Tennessee

Mrs. Clara Nelson, Employment Interviewer, State Employment Security Office, Shelbyville, Tennessee

Also in attendance were Mr. Charlie M. Dunn, Community Education-Work Council Evaluator and Consultant, Middle Tennessee State University, Murfreesboro, Tennessee, and Ms. Sue Allison, Reporter, Shelbyville Times Gazette, Shelbyville, Tennessee.

Mr. DuBray welcomed all the members present and introduced Mr. Dunn and Ms. Allison to the group. Mr. DuBray briefly explained the materials which were included in the meeting folders, and called special attention to the memorandum on the prospects for Handiwork, Inc., which is a program planned by the Coffee County Subcouncil to provide employment opportunities in the vocational craft areas for youth through performance of small handiwork and craft jobs for citizens. This program was called to the members' attention for possible initiation in Bedford County, since some collaboration might be effected with the area Vocational-Technical School in Shelbyville. He also pointed out the list of suggested goals and projects which the subcouncil members could review and consider as examples of future programs for the subcouncil.

OLD BUSINESS:

Mr. DuBray encouraged the cochairpersons of the subcouncil to visit the staff office and become oriented with the activities and staff personnel there.

Mr. DuBray mentioned that it was very gratifying to have a reporter from the Shelbyville Times Gazette to cover the subcouncil discussions and to afford the needed publicity in Bedford County for our program. Also in the publicity area, he mentioned the prospects of preparing radio spot announcements for airing over the local radio station, and the subcouncil's involvement in radio talk shows to publicize progress of the program.

Mr. DuBray informed the members about the staff office's involvement in supporting the Coffee County Subcouncil to compile a directory of information for young people concerning youth programs related to education and work. This effort entails a clearing house of information on youth programs which would be available through a telephone line which was recently installed in the Council staff office. The telephone number of this special line is 455-6365 and it is not tied to the Motlow College switchboard. This telephone line will be used as a source of information for anyone who calls desiring information or having questions about youth programs. Mr. DuBray stated that the Department of Labor was vitally interested in this program from the beneficial aspects which it has for assisting youth. The Council invites the Bedford County Subcouncil to take part in this program and to provide input to this directory on the various programs which would be available for youth in Bedford County. He explained that it is envisioned to have this directory of youth information highlight programs available in all seven counties, broken out by county. A lengthy discussion followed concerning some examples of the type of information which would be contained in this directory. It was clarified that any and all types of programs or activities for youth which involved career development, job information, scholarship information, and clubs and organizations available for youth would be suitable for listing in the directory. Once this directory is published, it will be up to the subcouncil to decide if and how further distribution of the directory is made. But most important, it would be necessary to publicize this clearing house of information in order for people to call the number and obtain assistance on where to go to obtain more detailed information.

In discussing youth programs, the need for training our youth on how to prepare for jobs was highlighted. Mr. DuBray outlined a program which the Coffee County Subcouncil was starting on a pilot basis. This program would involve a course tentatively planned to be conducted at Motlow College which would describe the proper ways of going about looking for a job. The members present seemed to agree that there was a need to put on such a program for the youth in Bedford County. It was recognized that the youth do not know how to go about looking for jobs, how to prepare themselves for interviews, how to conduct themselves during an interview, how to dress, how to look for sources of jobs, and how to fill out applications and resumes. Mr. DuBray said it was hoped that specialists in the field of employment and personnel relations would be invited to teach the initial course and if it was successful, then the course would be taken to the high school youth throughout the seven county area. It would be up to the subcouncils in each county to determine how the program should be put on and to whom it should be presented and specifically by whom it should be presented. The question of funds to pay for teachers in this program was discussed. Mr. DuBray stated that if it was determined that funds would be needed to pay for the instructors, that the staff office should be so advised and we would assist in locating sources of funds to pay for this instruction. Mr. Dunn injected that the subcouncil had just identified a barrier to youth employment, and that the Council should seek a means of overcoming this obstacle and to see to it that the responsibility for preparing youth in this respect was properly placed and successfully carried out.

Mr. DuBray advised the members that it was the purpose of this subcouncil to look for and determine any deficiencies or obstacles that stood in the way of the transition of youth from the education and school cycle into the world of employment. They should be very candid about the conditions surrounding this transition process and to identify any void which existed in the career development, employment or vocational areas for youth.

Mr. DuBray brought up the feasibility of establishing a focal point in Bedford County to handle a listing of cooperative education jobs and other jobs made available by employers for youth. At the last meeting, the suggestion was made that perhaps the state unemployment office would serve as a good focal point. Mr. DuBray said that we need to look at this suggestion further to see if it would be feasible to funnel the information on co-op jobs and other jobs available for youth through the state employment office. He explained that the employer responses were now being received as result of the staff office's letters which went out to all businesses and industries in the county soliciting their cooperation with the Motlow College Cooperative Education program and the Motlow College Career Placement program. There are also the high school cooperative education and vocational programs to consider and perhaps the subcouncil could coordinate or assist the high schools in developing leads for work arrangements and jobs if required. Mr. DuBray will look into this matter further with Mrs. Nelson and perhaps the supervisor of the State Employment Security Office in Bedford County, in an effort to collaborate with the employer, youth, and educational segments, and see if a tighter network among these elements is possible.

NEW BUSINESS:

Mrs. McGrew and Mrs. Coop agreed to examine the sources of information needed to compile the directory of youth programs. Mr. DuBray said that he would furnish them with a copy of a sample questionnaire which the staff office was developing in conjunction with the Coffee County Subcouncil. This would serve as an outline and guide for obtaining the facts and information needed to compile the directory.

The need was brought out to consider additional subcouncil members to preclude overburdening our present membership. Mr. DuBray expressed the staff office's appreciation for the members' volunteer efforts in view of their other careers and personal commitments. He said that the Council did not want to see the program or their services jeopardized through an unmanageable or excessive subcouncil work load. He expressed the need to have youth on the subcouncil because their voice and opinions were essential to the success of this program. Mrs. Coop agreed to look into the selection of two youths to serve on the Bedford County Subcouncil.

Mr. DuBray announced that the full Council meeting is scheduled for either September 22 or September 29 in Tullahoma. This meeting would be for all members throughout the seven county area. The project office is attempting to get a keynote speaker who may be from the Department of Labor.

Mr. DuBray asked members to review and consider the suggested goals and objectives which were listed in the meeting folders. He particularly noted the suggested goal of obtaining legal sanction or recognition of the subcouncil as a bona fide community organization. This would place the subcouncil in a stronger position to obtain funding for specific programs which the subcouncil may propose or to get incorporated as a nonprofit corporation which would also facilitate funding. This proposed action was highly endorsed and suggested by Mr. Dunn who stated that Community Education-Work Councils are a unique organization with a unique purpose which would certainly justify this legal recognition or sanctioning.

Mr. DuBray thanked all those present for coming and reminded everyone that the full Council meeting in September would actually take the place of a subcouncil meeting that month, unless the subcouncil still desired to hold a meeting in September.

The meeting was adjourned at 1:15 p.m.

Respectfully Submitted,

Lawrence B. Thornton

Lawrence B. Thornton
Project Administrator

Robert J. DuBray

Robert J. DuBray
Assistant Administrator

COMMUNITY EDUCATION-WORK COUNCIL
GRUNDY COUNTY SUBCOUNCIL MINUTES

Held August 25, 1977

The Community Education-Work Council held its third subcouncil meeting for Grundy County on Thursday, August 25, 1977, at 11:30 a.m. in Monteagle, Tennessee.

The Community Education-Work Council staff member in attendance was Mr. Lawrence B. Thornton, Project Administrator.

Grundy County Subcouncil members in attendance were:

Mrs. Judy Fults, Interviewer, State Employment Security Office, Altamont, Tennessee
Judge Roy Partin, Grundy County Judge, Altamont, Tennessee
Mr. Glen Perkins, Juvenile Counselor, Altamont, Tennessee
Miss Sandra Trussell, Interviewer, State Employment Security Office, Altamont, Tennessee

Mr. Thornton opened the meeting with initial remarks including a review of the material which was contained in the meeting folders. He commented on the project office in Washington being pleased with the progress which the program is making, as well as imparting the Department of Labor's pleasure about the program's success to date. The members' attention was called to the suggested goals and objectives which were listed in their meeting folders for future consideration.

OLD BUSINESS:

A discussion took place concerning the potential of Grundy County to develop into a tourist and recreational attraction. This potential would bring about a possible opportunity for youths of the County to serve as rangers, park guides, etc., and along with this would require certain training to prepare youths to be employed in these services. The discussion continued around the problem of obtaining the necessary funding to prepare youths for such occupations as forestry and recreation. It was suggested that TVA could be a possible source to provide funding for this training. Mr. Thornton emphasized that the subcouncil should continue to maintain contacts with the TVA for this eventuality. Judge Partin suggested that the subcouncil should set up some program priorities in order to be prepared to move out in any program where funding was made available.

The need to get educators and counselors involved in the subcouncil activities was discussed. Options were reviewed as to which was the best way to get these individuals involved, either through evening meetings or to hold the meetings at the school, since it was difficult for the educators and counselors to get away from school for subcouncil meetings. It was decided to attempt to hold a subcouncil meeting at the school in the future or to find some other way to get the program closer to the school system or even into the school system. With this in mind, Mr. Perkins agreed to arrange the next meeting for October.

Mr. Thornton mentioned the clearing house directory for youth programs which was being developed by the staff office in conjunction with the Coffee County Subcouncil. He mentioned that a separate telephone line had been installed in the staff office, (455-6365), and outlined the types of programs which could be included in the clearinghouse directory, such as our Co-Op Program, the various CETA Title Programs, the availability of the Employment Security Office for counseling and sources of jobs, and other types of information pertaining to the education, training, and employment for youth. He said that the information must come from the subcouncil members. Judge Partin suggested that this effort should be considered the first order of business on the subcouncil. Miss Trussell said the Employment Security Office has a directory of various services from which they could pick out the appropriate programs which would be applicable for the clearinghouse directory and submit to the staff office for publication. This effort, then, was identified as the number one priority of work for the Grundy County Subcouncil.

Mr. Thornton announced that a training program for youth in how to go about seeking and preparing themselves for employment was in the planning stages by the Coffee County Subcouncil. This program will be launched on a trial run most probably at Motlow College. The staff office is interested in this program for future application for the youth in Grundy County.

NEW BUSINESS:

Mr. Thornton announced that the next meeting of the full Council will be held Thursday evening, September 29. This meeting will be for all subcouncil members, as well as full Council members. He said that it is planned to invite the County Subcouncil chairmen to have a part on the agenda by briefly describing what their subcouncils are interested in, or doing.

Judge Partin proposed that the subcouncil consider some way to afford transportation for the Grundy County students attending Motlow College. He explained that it would be nice if the Motlow College schedule would coincide with the local school schedules in order for the students to avail themselves of the bus. He said that a student could drive the bus and the only expense involved would be the bus itself. Mr. Thornton injected that Motlow College would be very interested in looking at this program since it could increase student enrollment. The subcouncil adopted the goal to pursue the possibility of having a bus made available for the Grundy County students attending Motlow College. Mr. Thornton was asked to explore this possible arrangement with Motlow College from the standpoint of sharing the bus expenses, and to obtain a list of the students from Grundy County who are enrolled at Motlow College.

The meeting was adjourned by Mr. Perkins at 1:15 p.m.

Respectfully Submitted,

Lawrence B. Thornton
Project Administrator

Robert J. DuBray
Assistant Project Administrator

COMMUNITY EDUCATION-WORK COUNCIL
WARREN COUNTY SUBCOUNCIL MINUTES

Held August 26, 1977

The Community Education-Work Council held its second subcouncil meeting for Warren County on Friday, August 26, 1977, at 11:30 a.m. at the Roma Pizza Parlor, McMinnville, Tennessee.

The Community Education-Work Council staff member in attendance was Mr. Robert J. DuBray, Assistant Project Administrator.

Warren County Subcouncil members in attendance were:

Mrs. Elizabeth Blue, State Employment Security Office, McMinnville, Tennessee
Mrs. Dollye Cardwell, Senior Counselor, Warren County Senior High School, McMinnville, Tennessee
Mr. Tommy Martin, Personnel Manager, Dezurik Corporation, McMinnville, Tennessee
Mr. T. E. McGee, Educator, Distributive Education, Warren County Senior High School, McMinnville, Tennessee
Mr. Jerry Stubblefield, Educator, Vocational Education, Warren County Senior High School, McMinnville, Tennessee

The opening remarks were made by Mr. DuBray who welcomed those members who were present for the first time. Dr. DuBray reviewed the basic concepts and purposes of the Community Education-Work Council program, and the reasons evolving around the establishment of the county subcouncils and the relationships between the subcouncils and the Council staff office. He briefly reviewed the materials provided in the meeting folders.

OLD BUSINESS:

Mr. DuBray mentioned that it was gratifying to have Mrs. Blue, Mr. McGee, and Mr. Stubblefield join the subcouncil for their first meeting, and expressed hope they would stay with the subcouncil and contribute their ideas for this program. He said it was desired to have a well-balanced representation of members from various segments of the community on the subcouncil. The staff office agreed to make contacts with those representatives from local industries which Mr. Martin suggested at the last meeting for participation on the subcouncil.

The subcouncil deferred election of a chairperson until additional members joined the subcouncil. In the meantime, additional contacts for members will be made in hopes of having a larger membership from which to draw a chairperson or chairpersons.

In stressing the need for subcouncil publicity, Mr. DuBray said that the staff office is working on a tape/slide presentation about the Community Education-Work Council's purpose and activities to present to civic organizations in order to stimulate local interest. He explained that the staff office also was planning to contact the McMinnville radio station in hopes of putting on a talk show to introduce the activities and local members of the subcouncil to the community.

Mr. DuBray described the clearinghouse directory on youth programs which is being developed in conjunction with the Coffee County Subcouncil. A separate telephone line (455-6365) has been installed for use in answering collect calls about various programs open to youth. Once the directory is set up, it will be available to people from the seven county area in obtaining information and assistance about various youth programs. Mr. DuBray asked that the members be thinking about these sources of information and data for input into the directory.

Mr. DuBray described the training course being initiated for youth to instruct them on how to prepare for and seek jobs. This was a pilot program being prepared by the Coffee County Subcouncil which will be conducted most probably at Motlow College. If successful, the program will be taken to the other counties and placed into operation under the auspices of the Community Education-Work Subcouncils. Mr. DuBray said that it will be up to the subcouncil to decide how and where this program could be put on in Warren County.

NEW BUSINESS:

Mr. DuBray announced plans for the next full Council meeting to be held in the evening on September 29, 1977. Invitations and an agenda will be sent out to all county subcouncil members.

In concluding the new business, Mr. DuBray pointed out that the initial grant period was primarily devoted to organization, but that the members should be thinking about what some of the needs or problems associated with the education-to-work process for youth which should be identified for resolution. It is on this basis that certain projects or programs will be initiated. He also apprised the subcouncil of a job market analysis which will be conducted by the University of Tennessee under a consultant arrangement. This study will be two-fold in ascertaining the occupational needs of business and industry, as well as to determine the interests, abilities, training needs, and attitudes of our youth. The results of this study, along with other data already available, will be used to develop a youth occupational information system. In this manner, perhaps certain problems will come to focus to which our subcouncils can give attention.

There being no further business, the meeting was adjourned at 1:15 p.m.

Respectfully Submitted,

Lawrence B. Thornton

Lawrence B. Thornton
Project Administrator

Robert J. DuBray

Robert J. DuBray
Assistant Administrator

COMMUNITY EDUCATION-WORK COUNCIL
MOORE COUNTY SUBCOUNCIL MINUTES

Held August 31, 1977

The Community Education-Work Council held its first subcouncil meeting for Moore County on Wednesday, August 31, 1977, at 11:30 a.m. at the White Rabbit Restaurant, Lynchburg, Tennessee.

The Community Education-Work Council staff member in attendance was Mr. Robert J. DuBray, Assistant Project Administrator.

Moore County Subcouncil members in attendance were:

Mr. Roger F. Brashears, Jr., Advertising Department, Jack Daniel Distillery, Lynchburg, Tennessee
Mr. A. L. Roenfeldt, Principal of Moore County High School, Lynchburg, Tennessee
Mr. Ronald C. Spencer, Moore County Director of the Tennessee Department of Human Services, Lynchburg, Tennessee

The meeting was opened with remarks given by Mr. DuBray, who introduced the purpose and function of the Community Education-Work Council. He presented an overview and evolution of the project since its beginning by describing the evolvement of the Community Education-Work Council from a steering group committee into a full Council, and then the establishment of subcouncils for each of the seven counties to better focus on the youth transition to work problems in each area.

OLB BUSINESS:

Mr. DuBray described some of the efforts being carried on thus far. He pointed out that the Council staff office which is located at Motlow College has initiated a cooperative education program for Motlow College students, a career placement program for Motlow College graduates, and a job placement program for all youth in the area ages 16 through 21. Although these activities were rather centralized in the Council staff office at the present, they in no way indicated the totality of the possible programs envisioned by the Community Education-Work Council.

Mr. DuBray explained that the role and purpose of the Community Education-Work Council has been publicized extensively throughout the seven county area through press releases and through radio talk shows. In addition, the Council staff office is making arrangements to perform a job market survey which will be conducted by the University of Tennessee. This survey will assess the occupational requirements and projections of area business and industry, as well as the training needs, qualifications, and attitudes of our youth who are entering the job market. In this manner it is hoped that the job market survey will lead to an occupational information system for area youth. Once this study is completed it may surface certain problems confronting area youth in the transition from school to employment which the Community Education-Work Council may wish to address and resolve.

NEW BUSINESS:

The members decided to defer election of a subcouncil chairperson until additional members for the subcouncil could be obtained.

The subcouncil identified two items of business which were of immediate interest. First, it was resolved to obtain additional members from the community to serve on the subcouncil. The following persons were suggested as candidates for subcouncil membership: Mary Ruth Hall, Home Demonstration Agent; Larry Moorehead, County Agent; Ray Hensley, Craftmore Division of DeLong Corporation; Bobby Baker, Mid-State Vending; Judge Claude Reid, Moore County Judge. Mr. DuBray said that the staff office will attempt to contact these persons to explain the program and solicit their participation. The State Employment Security Office in Shelbyville also will be contacted to see if they could provide a representative on the subcouncil who generally services the Moore County area out of the Shelbyville office.

The second item of business adopted was the development of the clearinghouse directory for youth programs. Mr. DuBray described the separate telephone line (455-6365) which was installed in the staff office for use in answering collect calls about various programs offered to youth. The subcouncil members felt that this program would be of valuable assistance to the Moore County youth. The members were asked to give some thought to the various sources of information and data which could be gathered for input into the clearinghouse directory.

Mr. DuBray announced the plans for the next full Council meeting to be held on Thursday evening, September 29, 1977. Invitations and the agenda will be sent out to all county subcouncil members.

The next subcouncil meeting will be in October, 1977, the specific date, time, and place will be announced later.

There being no further business, the meeting was adjourned at 1:15 p.m.

Respectfully submitted,

Lawrence B. Thornton

Lawrence B. Thornton
Project Administrator

Robert J. DuBray
Assistant Administrator

COMMUNITY EDUCATION-WORK COUNCIL
FRANKLIN COUNTY SUBCOUNCIL MINUTES

Held September 8, 1977

The Community Education-Work Council held its first subcouncil meeting for Franklin County on Thursday, September 8, 1977, at 11:30 a.m. at Don's Steak and Seafood Restaurant, Decherd, Tennessee.

Persons in attendance were Mr. Lawrence B. Thornton, Project Administrator; Mr. Robert J. DuBray, Assistant Project Administrator; and Mr. Howard Hannah, Superintendent of Schools, Franklin County, Tennessee.

The meeting was opened by Mr. Thornton who presented an overview of the project. He described the development of the project since inception, and the initiation of the steering committee which expanded the membership into the full Council followed by the establishment of county subcouncils to focus on local problems and issues.

Mr. Thornton and Mr. DuBray discussed some of the programs which have been underway thus far. Mr. DuBray reviewed the cooperative education program and the progress made to date. He related that the staff office has about twenty students on application for co-op arrangements, with one assigned to a co-op work assignment. Over 325 letters were sent to businesses and industries throughout the seven county area apprising them of the cooperative education and placement programs being instituted by the Council. The employers were solicited for their participation in these programs, but the responses so far have been rather slow. About seventy-five percent of those employers responding have indicated their interest in participating in this program. The next stage is to conduct follow-up efforts to those employers who have not yet responded and also to those who have agreed to participate in our programs in order for the staff office to begin matching student applicants with appropriate work assignments. The Coffee County Subcouncil, for example, has formed a committee to perform the follow-ups with employers in Coffee County. It is felt that once the fall quarter enrollment is established at Motlow College, there will be additional applicants signing up for both the placement and the cooperative education programs. At this point in time, the staff office is seeking quality rather than quantity in its placements and will proceed diligently in placing quality students in quality work assignments. Mr. DuBray related that the office is also developing criteria to establish course credit for cooperative work arrangements. Mr. Thornton added that the cooperative education program and the job placement program are essentially a Council project, and that is why the members of the various subcouncils are asked to support this program. Mr. Thornton emphasized that the staff office is conducting a job placement service for all youth, as well as for Motlow students and graduates. This affords the youth in the seven county area another source of assistance in finding jobs. Another program reviewed was the clearinghouse directory for youth programs which was initiated primarily by the Coffee County Subcouncil, but such a program would apply and avail itself to the youth throughout the seven county area. The clearinghouse directory would represent a compilation of various programs and activities available for the youth in the area. These programs would be related to educational and training programs, scholarships, job programs, and other programs associated with the personal and career development of our youth. A telephone line has been installed in the staff office which will be used in answering collect calls from interested persons about various programs. This number is 455-6365. Another program being developed is a training course for youth on how to prepare for and seek jobs. This course is being developed on a pilot basis by the Coffee County Subcouncil and if successful and well-received, will be expanded for youth throughout the seven county area. Mr. Hannah expressed an interest in this program being coordinated with the vocational educational program personnel in Franklin County. The vocational educational people in Franklin County also were developing a course of instruction on this subject and it would be very beneficial for collaboration with the Council in this area.

Mr. Thornton pointed out that since many of the subcouncils are still in the organizational stages of development, publicity was still an essential activity on which to concentrate. Although the purpose and role of the Community Education-Work Council has been publicized in the newspapers and on radio talk shows throughout the seven county area, there is still a need to instill community awareness about the Council's role, purpose, and programs.

It was decided that one of the first and most important items of business to focus on in the Franklin County Subcouncil was to expand its membership. It was noted that the following persons already agreed to participate on the Franklin County Subcouncil, but could not attend the present meeting: Mr. Carey Wofford, Mr. Ed Murray, Mrs. Sadie Chandler, and Mr. Neil Payne. Mr. Hannah suggested a couple of candidates for subcouncil membership, namely, Mrs. Spiva, Guidance Counselor at Huntland High School; and Mr. Raymond Green, Vocational Director of Franklin County High School. Mr. Hannah agreed to make preliminary contacts with these persons and the staff office would follow-up.

It was agreed that once the membership of the subcouncil was expanded, then election of a subcouncil chairperson(s) would be held.

Mr. Thornton announced that the next meeting of the full Council will be held at Motlow College on Thursday, September 29, 1977.

There being no further business, the meeting was adjourned at 12:45 p.m.

Respectfully submitted,

Lawrence B. Thornton
Project Administrator

Robert J. DuBray
Assistant Administrator

COMMUNITY EDUCATION-WORK COUNCIL
MEETING MINUTES

Held September 29, 1977

The Community Education-Work Council held its second full Council meeting on Thursday, September 29, 1977, at 6:00 p.m. in the Motlow State Community College cafeteria.

Participating guests were:

Mr. Lindsay Campbell, Acting Director, Work Education Project Staff, Department of Labor, Washington, D. C.
Mr. Jim Mahoney, Project Director of the Community Education-Work Councils for the American Association of Community and Junior Colleges, Washington, D. C.
Dr. Frank Glass, Dean of Instruction, Motlow State Community College, Tullahoma, Tennessee
Mr. Charlie Dunn, Director of Vocational Technical Education at Middle Tennessee State University, Murfreesboro, Tennessee

Community Education-Work Council staff members in attendance were:

Mr. Lawrence B. Thornton, Project Administrator
Mr. Robert J. DuBray, Assistant Project Administrator
Mrs. Ruth Wright, Secretary
Ms. Patricia Taylor, Student Worker

Community Education-Work Council members in attendance were:

Mrs. Nancy Baker, Chairman of the Citizens Resource Committee, Tullahoma, TN
Mr. Randy Eaves, Tennessee State Planning Office, Community Planner, Chattanooga, TN
Mr. Raymond Green, Vocational Educational Supervisor, Winchester, TN
Mr. Jim Herron, Student, Tullahoma High School, Tullahoma, TN
Mr. Ray Holland, Gray & Holland Employment Service, Tullahoma, TN
Mr. Walter Holm, General Manager, Copperweld Southern, Inc., Fayetteville, TN
Mr. Gordon Irwin, Director of Liberal Arts, Motlow State Community College, Tullahoma, TN
Mrs. Ruth Johnson, Manager, State Employment Security Office, Shelbyville, TN
Mr. Tom Jones, Student, Tullahoma High School, Tullahoma, TN
Miss Judy McDaniel, Educator, Manchester, TN
Mr. Joe Wayne McGee, CFW Construction Co., Fayetteville, TN
Mrs. Evelyn McGrew, Executive Director of the Chamber of Commerce, Shelbyville, TN
Mr. Don Midgett, Engineer, ARO, Inc., Arnold AFS, TN
Mrs. Clara Nelson, Interviewer, State Employment Security Office, Shelbyville, TN
Mr. Neil Payne, Distributive Education, Winchester, TN
Ms. Esther Sims, Media Specialist, Tullahoma, TN
Mr. Frank Veal, American Can Co., Shelbyville, TN
Mayor George Vibbert, Banker and Mayor, Tullahoma, TN
Mr. Cary Wofford, District Office of Congressman Albert Gore, Jr., Winchester, TN

Mr. Thornton welcomed Council members and introduced the participating guests.

Dr. Glass presented the opening remarks for Dr. Wagner who was unable to attend the meeting due to college business. Dr. Glass expressed the appreciation of Motlow College for the Council members and supporters who were fostering the transition of youth between education and work.

The Council then heard reports on current activities: Mr. DuBray reviewed the progress of the cooperative education program for Motlow students, stating that thirty students have applied for the program thus far, and three have been placed in educational related work assignments. Four other cooperative education applicants also were placed in jobs, but their work assignments were not related to their academic program and, therefore, they were not regarded as pure Co-Op placements. Mr. DuBray explained that it is desirable to build quality in the Co-Op program by making work assignments as meaningful as possible for the students. This must be done through jobs which have educational relevance for the student. Efforts are continuing to build up an employer base of industries and businesses which are interested in cooperating with the program, and follow-up contacts are being made by the staff office and the Coffee County Subcouncil with those employers who were mailed letters on the Co-Op program. Over 325 letters concerning the Co-Op program were mailed to employers in the seven counties this past summer. Mr. DuBray also expressed hope that this follow-up assistance could be rendered by other subcouncils as well. He illustrated that cooperative education work schedules will have to be flexible to meet both the student's class schedule and the employer's work program. He stated that a criteria to award course credit for Co-Op work arrangements is being developed and will be discussed with the Motlow administration for adoption. Mr. DuBray encouraged the Council members to have interested employers get in touch with the staff office.

Mr. Thornton reported on the job placement program, stressing that the Council's placement service is making in-roads into the youth unemployment problem in this area. Seventeen Motlow College graduates have filed applications for Career placement jobs. Thirty-six student applications are on file for part-time jobs. Of these applications, nine have been placed by the staff office. At present there are four employer requests for applicants now on file. More employers are contacting the staff office and more students are applying.

Mr. Thornton stated that present plans call for the job market survey to be accomplished through a consultant service. However, this project is now on a hold status until the budget is formulated for the next grant period. The University of Tennessee Vocational Education Department has expressed an interest in doing this survey.

In the area of publicity, a total of twenty-five newspaper articles have been published concerning the role, purpose and activities of the Council. Two radio talk shows were given by the staff office on radio station WBGY in Tullahoma. Other talk shows by the staff office were given in Manchester, Fayetteville, Cowan, and Shelbyville. The Council staff office is preparing a publicity flyer about the Community Education-Work Council. It is now at the printers and should be available soon.

Mr. Dunn reported on the project evaluation. He stated that he had met with subcouncils and had witnessed some exciting discussions take place about the project and he feels that it is at the subcouncil level where the action will take place. He described the evaluation process as follows: First, goals are established. Then, a review is taken on how the Council is progressing to meet these goals. Various documents, such as minutes, reports, and correspondence are reviewed to record the actions and progress of the Council. In his latest report, Mr. Dunn said that feedback from various Council members was obtained via a questionnaire as to how they view the Council's concept and the problems to face and overcome. He related that the staff has been very responsive to the suggestions in the evaluation reports. There is one more evaluation report to be written which will look at the total Council effort from the start of the program to the end of the first period project phase.

Mr. Thornton introduced the activities of the subcouncils by describing the organizational progress made since the last full Council meeting in May. He explained that after finding it difficult to hold monthly meetings of the full Council with the assurances of good representation for each meeting, it was decided to break down the Council into individual subcouncils for each county. This step in organization would also afford Council members to focus on problems and barriers to youth employment which were related to the local counties. The staff office took great efforts over the past few months in going out to the seven counties and forming subcouncils for each of the counties. To date, all subcouncils have been formed and all have met at least once; with Coffee and Grundy Counties meeting three times; Bedford and Warren Counties meeting twice; and Lincoln, Franklin, and Moore meeting once.

Mrs. Nancy Baker, cochairperson of the Coffee County Subcouncil, reported on her subcouncil activities. Mrs. Baker related that of all the general discussions which took place during the Coffee County Subcouncil meetings in addressing the transition problems of youth between education and work, it became obvious that four logical areas or categories needed to be concentrated on by the subcouncil. These four categories were: (1) There is a need to develop a job seminar or course to prepare our young people for seeking jobs. It was observed that our young people had trouble getting jobs because they did not know how to go about preparing themselves for such jobs. (2) A need was determined to provide a better coordinated way of informing our young people about the various community services and programs available to them. It was decided to develop a youth employment or services directory which would provide an efficient way of informing our young people about programs and services open to them related to job opportunities, educational and training opportunities, scholarships and other programs which serve to improve their career and personal development. A clearinghouse telephone line has been installed in the Council staff office (455-6365) which will accommodate call-ins from interested youth and other persons desiring referrals and information about various programs. In the meantime, the Coffee County Subcouncil is developing a source list of these services which will be compiled in the form of a directory for use not only throughout Coffee County, but for the other counties as well. (3) The subcouncil decided to follow up on the letters which the staff office sent to employers soliciting their cooperation and participation in the Co-Op and job placement programs. Therefore, a committee was set up to make these contacts.

(4) A program is being developed to effectively utilize the services of our vocationally trained young people under adult supervision to perform small jobs in and around homes for people who are incapable or in need of assistance in the upkeep of their domestic facilities. This, it is hoped, will turn out to be a private enterprise utilizing the trained services of our vocationally trained people at a reasonable price. Mr. Rabon Johnson is heading the committee working on this. Mrs. Baker concluded by saying that the subcouncil relies heavily on youth opinion, and, therefore, has assigned young people to each of the committees because it is felt that this type of program must be in the best interest of youth. She further alerted the membership to the fact that implementation of these programs is faced by the problem of a lack of resources. She emphasized that the subcouncil members basically represent idea and conceptual people. This leaves only the staff office to carry out the programs outlined by the subcouncil; however the staff is hampered due to the lack of resources and finances. Therefore, stated Mrs. Baker, it is necessary for the Council to seek more personnel and finances to do the legwork necessary on these programs.

Mr. DuBray summarized the activities of the other six subcouncils. He reported that with the exception of Bedford and Grundy Counties, all the county subcouncils were just at the organizational level, and have yet to appoint chairpersons. All of the subcouncils have expressed an interest in expanding their membership and increasing public awareness of the education-work council role through publicity. They have endorsed the idea of participating in the youth services clearinghouse directory. Grundy County was using the Community Education-Work Council as a community resource in itself to promote the economic and industrial development of the county, and working closely with the Industrial Park Commission, State Planning Commission, TVA, and the Tennessee Department of Conservation to stimulate and plan for more jobs in the county's future. In Warren County, a keen interest was shown for the use of a system like the Job Market Survey to provide feedback from employers who utilize youth from the school's vocational technical program. Moore County has seen the clearinghouse for youth very clearly needed and utilized. In Franklin County, the Vocational Educational Program is accommodating a course on preparing and applying for jobs, and so collaboration with Coffee County's pilot program on the job seeking course will be in order. Lincoln County has expressed an interest in all of the programs adopted by the Coffee County Subcouncil, plus an interest in exploring the common needs of industries for developing training programs in certain skills, for example, heavy equipment operators. There could very well exist, not only in Lincoln County, but in the other counties as well, a common need for the training of a certain skill or set of skills which no one institution or industry could provide by itself. If such a common training need is identified throughout several of the counties, perhaps special federal or state funding could be sought to establish a training program and flow youth through this training into the industry job vacancies.

Mr. Lindsay Campbell, Acting Director, Work Education Project Staff, Department of Labor, addressed the Council membership and expressed his appreciation to the Motlow College administration, the Council staff and membership for their leadership in this program. He also expressed his gratification to see youth participating with our Council, and the efforts taking place to develop cooperative education and job placement programs. He noted that it is the responsibility of

Community Education-Work Councils not only to identify the barriers or problems that youth are facing in transiting, but to identify resources which provide services to youth and to make the best use of these youth services and to have the institutions and agencies responsive to the needs of youth. He commented that the education-work program has been tremendously successful because we have proven conclusively that through Community Education-Work Councils like ours that people can work collaboratively and that change does take place, although it may appear slow and sometimes imperceptible; that attitudes are changing, that employers are more amenable to youth and are recognizing youth as a resource which can be utilized productively and profitably. He related that out of thirty-four Councils he specifically commended our Council because we have a specially difficult job in view of the seven county area covered and the logistics associated with organizing and keeping community interest going. He announced that the Department of Labor has decided to renew our program for another year. He further announced that the Department of Labor and the National Institute of Education will have a formal evaluation of this program, but could not say at this time whether this Council would be involved. Evaluation will determine several things, namely: a) whether Community Education-Work Councils make changes and the gaps are bridged, b) whether funding support is necessary, and c) whether additional changes by employers, educators, counselors and other services for youth are in order. He concluded by saying that his office stands ready to offer any technical assistance which the Community Education-Work Council solicits.

Mr. Mahoney, Project Director of the Community Education-Work Councils for the American Association of Community & Junior Colleges, addressed the Council membership. He first commended the Council for its excellent progress made thus far. He stated that the Council has been working about six months and when one reviews the list of actions discussed and planned, it becomes a very impressive list of activities and programs planned for accomplishment. He said that all should be proud of what's been done so far, and that we have met and exceeded the expectations of the Department of Labor and the AACJC during the first phase of the program. He related that the first phase was devoted to organization and was not a program phase. The next phase, however, will be to list those objectives and to carry out the programs outlined. He is looking for Council objectives which will assist youth during the next phase, as well as Council-generated programs to meet those objectives. The next phase will expect the Council to take charge and lead the way with objectives and programs to accomplish. Mr. Mahoney announced that the current project period scheduled to end October 15, 1977, will be extended to December 15 due to a surplus of monies available. He also announced that it looks very certain at this time that a second phase will be funded for the Council at about $50,000.00 to be effective December 16, 1977. He stressed that this program is funded for merely a two year period, and if the Council feels that there is validity in continuing this program beyond this second year period, it must consider other funding sources from either federal, state, local or other sources.

The meeting was then opened for a general discussion concerning several topics proposed:

The Council reviewed and discussed a proposed Memorandum of Understanding with an attached organization/function chart. Mr. DuBray noted that the Memorandum of Understanding, which is almost the same as the one presented at the last full Council meeting with minor changes, serves to provide some general and broad guidelines as to the Council's role and function and to show how the staff office relates to the Council. The organization/function chart was proposed to depict a suggested Council structure and a Board of Directors to lend cohesiveness to the total Council and subcouncil units. It was noted that the organization chart did not include a place for those Council members who would not be serving on the subcouncils and the Board of Directors. It was decided to include a space for these other Council members on the same organizational level as that of the subcouncils. It further was proposed that consideration be given to having an alternate as well as a representative nominated from each county to serve on the Board of Directors. Approval of the Memorandum of Understanding and the organization chart was deferred until the membership can study these documents further. It was agreed that the staff office would redraft the organization/function chart and forward it to the membership for review and comments.

The members discussed the feasibility of obtaining official sanctioning for county subcouncils and incorporation status for the full Council. The advantage of obtaining legal sanctioning and incorporation would be to place the Council and subcouncils in a stronger recognized community status, rather than being looked upon simply as another group of interested citizens and volunteers. It was pointed out, too, that one of the essential values of incorporating the full Council was to make it more eligible for obtaining federal funds, foundation funds and other source monies. Mr. Mahoney mentioned that two of the six Community Education-Work Councils have taken steps to incorporate. About one third of the National Manpower Institute councils have incorporated and the others are moving in that direction. The membership elected to pursue the means of legal sanctioning of subcouncils and the incorporation of the full Council, giving due consideration to all pro and con aspects.

Mr. Thornton announced that the staff office plans to publish a newsletter to all members as a communication device in keeping them informed about the actions and ideas taking place throughout the Council area. He called for members to suggest ideas and contribute items to the newsletter to make it a more viable tool for the Council. It was generally felt by the members that the newsletter should be published once every two months. Further, it was suggested that highlights of the subcouncil meeting minutes be included in the newsletter, and that subcouncil minutes be furnished to only subcouncil chairpersons instead of all of the members.

The members' attention was called to the list of division of functions for subcouncils and the staff office. This list was proposed to distinguish the actions, duties, and responsibilities between the subcouncil members and the staff office. The members agreed to review this list and submit comments by mail to the staff office, which will consolidate comments and republish the list of functions based on the prevalence of opinions.

There being no further business, the meeting was adjourned at 8:30 p.m.

Respectfully Submitted,

Lawrence B. Thornton
Project Administrator

Robert J. DuBray
Assistant Administrator

THIRD EVALUATION REPORT

THE COMMUNITY EDUCATION-WORK COUNCIL

SERVING THE COUNTIES OF

BEDFORD

COFFEE

FRANKLIN

GRUNDY

LINCOLN

MOORE

WARREN

BROOK THORNTON, ADMINISTRATOR
MOTLOW STATE COMMUNITY COLLEGE
TULLAHOMA, TENNESSEE

CHARLIE M. DUNN, EVALUTOR
MIDDLE TENN. STATE UNIVERSITY
MURFREESBORO, TENNESSEE

OCTOBER 15, 1977

Third Evaluation Report
of the
Community Education-Work Council

Motlow State Community College
Tullahoma, Tennessee
October 15, 1977

Introduction

Motlow State Community College was awarded a grant in February, 1977 by the American Association of Community and Junior Colleges to establish a community education-work council. As contractor, the college acts as fiscal agent and provides space, office furnishings and other items for the council.

The prime purpose of the Community Education-Work Council is to bring together representatives of the community as a committee to address the problems of youth transition from education to work.

The area served by the Council includes the seven counties within the service area of Motlow State Community College which are, Bedford, Coffee, Franklin, Grundy, Lincoln, Moore, and Warren Counties.

Motlow State Community College entered into a contract with Middle Tennessee State University to provide evaluation and consulting services to the staff of the Council. This is the third and final evaluation report for the first phase of the project. The first two reports dealt with the formation of the Council. This report will serve as a general summary of the work of the Council.for the period ending October 15, 1977.

Staff

The staff, consisting of an Administrator, and an assistant with secretarial help, has demonstrated unusual ability in working cooperatively with the College, AACJC, the citizenry within the seven county area, and others. They have learned well and have laid the foundation for moving forward to fulfill the purpose for which the Council was established.

While a high degree of success is noted, it is recognized that transition from the formative stage to an operational Council is no easy task. Such problems as identity and providing leadership to the seven sub-councils with limited staff appear to be major ones which will need to be addressed.

Council

The full Council includes 107 individuals. Sub-councils have been established in each county. This type organization has enabled the staff to work more effectively with each community and provide for the special needs which vary from county to county. Membership on sub-councils, by county, is shown as follows:

County	Membership
Bedford	10
Coffee	36
Franklin	9
Grundy	8
Lincoln	6
Moore	10
Warren	13

In addition there are 13 members at large. Membership on the full Council appears to be fairly well distributed between education, employees, governmental agencies, and civic groups. Noticeably lacking is representation from labor.

The second report dealt with attendance at sub-council and full Council meetings. The percentage of members attending has been consistently low.

Analysis of minutes of meetings of sub-councils reveal that collaborative effort has been initiated involving various segments of the community. Barriers to employment of youth are being identified. It has become evident however, that finding solutions to identified barriers may very well be the major task of the Council in the immediate future.

Council members are becoming increasingly aware of their unique role and have gained understanding of the concept by which the Council functions. There is little evidence, however, that the community in general has this understanding.

The Council and Staff has been responsive to recommendations and suggestions. This has proven to be helpful throughout the formative stage of development. While not all recommendations have been fully implementated, progress is noted. In view of this progress, recommendations in this report are limited to two.

Recommendations

1. The Council should proceed with the task of seeking ways to overcome identified barriers to youth employment by (1) influencing existing institutions to accept responsibility where applicable, and/or (2) seeking funds to purchase

needed services.

2. The Council should address two pressing problems, as priority items, (1) lack of active participation by individual members, and (2) the need for acquainting the public with the purpose and work of the Council.

FINAL REPORT

October 15, 1977

Project to Create Community Education-Work Councils

Submitted to: James R. Mahoney
Project Director
American Association of
Community and Junior Colleges

Submitted by: Sherry Modrow
Project Administrator
Tanana Valley Community College
Fairbanks, Alaska

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I. Chronology of major events.

A. The subcontract to establish a pilot community education-work council was awarded to Tanana Valley Community College (TVCC) February 15; John Fridrich was assigned to fill the position of Acting Project Administrator.

B. Late February: All local media were contacted about the project and a press release distributed; interviews were taped with radio and television stations.

C. Mid-March: Mr. Fridrich withdrew his name from consideration for the position of Project Administrator.

D. Sherry Modrow was employed April 1 following fulfillment of EEO requirements to advertise for a project administrator.

E. Ms. Modrow attended the first Project Adminsitrators' meeting in Columbia Maryland, April 4-6, in conjunction with the National Manpower Institute's national workshop.

F. Janet C. Harris was employed as Project Secretary on April 12.

G. Mid-April to late May: Interviews with a wide variety of community leaders resulted in the nucleus to form a council.

H. An on-site visit by Richard Devlin and Lindsay Campbell, Work-Education Office, U. S. Department of Labor, took place during June 1-3.

I. The main office of TVCC was the site of an organizational meeting of the Council on Education and Work on June 8.

J. Ms. Modrow attended the second Project Administrators' professional development conference at the Tyler Place in Highgate Springs, Vermont, June 18-22.

K. The Project Administrator attended the State Manpower Services Council meeting in Fairbanks June 30; presentation of a proposal to demonstrate the Oregon Career Information System in Alaska for a year was of particular interest. Ms. Modrow followed up by meeting with the proponent to review possible Council involvement.

L. The July 28 meeting of the Council on Education and Work took place on the University of Alaska campus.

M. As arranged at the Council meeting, the nominating committee met August 3; William Towsley received unanimous support as nominee for chairperson.

N. At the Tanana Valley Fair, August 17-21, the project staffed an information table near the TVCC General Store.

O. A Council meeting August 29 was hosted by the Alaska Department of Labor, Fairbanks Job Service Office.

P. September 15 was the date of the Steering Committee meeting, University of Alaska campus.

Q. The final full Council meeting in the first funding period of the project was held September 26 in the Chamber of Commerce log cabin.

R. Contracts were approved for the summative evaluation, the working student survey and the occupational inventory.

S. A workshop for area career counselors was set for December 7.

II. Milestone Chart.

The current status of each objective/activity is reviewed in the following paragraphs. Formation of the education-work council is in an active stage. There is now a well-informed and highly interested core group, including but not limited to the newly-formed Steering Committee. A strong chairman is rapidly turning the Council from a discussion group into an action-based forum for collaboration. Expansion of the Council and familiarization of newer members with project goals, objectives and activities is continuing at a more rapid pace this autumn than during the summer.

An occupational inventory was contracted in late September. Any pertinent data which is already available through the Alaska Department of Labor will be included in the compilation. The inventory, which is to be completed by mid-November, will primarily use telephone interviews with local employers to assess their needs and desired amounts of training for entry-level employment.

Design is in outline form for the working student survey; the questionnaires are to be mailed statewide in October to both 1976 and 1977 high school graduates. It is expected that 1976 graduates will reflect the last year of construction phase of the Trans-Alaskan Pipeline in their employment patterns, while 1977 graduates may not have had that advantage. Questionnaires will be color coded by locale, so that Fairbanks North Star Borough returns may be easily separated.

An assessment of locally available career counseling services has been initiated by the project staff on a one-to-one interview basis. A career counselors' workshop, to be sponsored by the Tanana Valley Community College Department of Student Services and the Education-Work Council, is in the planning stage and is scheduled for the afternoon of December 7, beginning with a luncheon. The workshop is seen more as a means of assessing current attitudes than as an immediate force for change; a speaker has been invited to come from Anchorage to address career counseling techniques and a questionnaire will be distributed to participants to help with future planning.

Information is being compiled by project staff towards identification of barriers to work-study linkages, based on interviews and conversations with educators, administrators, Chamber of Commerce members and others. The Career Extension Center, Fairbanks' alternative high school for otherwise likely drop-outs, is of particular value in gaining insight into this complex and often nebulous area of study.

There are some discrepancies between original plan and the actual performance of each activity, discussed as follows. The Council as proposed was to have thirty to forty members; it is now actively expanding but has not included more than 20 actual participants at one time. The timing of council meetings differs markedly from the proposal due to early alteration of the overall timeline. Task group formation was also delayed; these are currently being formed for those activities needing them, to include the career counseling workshop and the surveys. The change in timeline had a similar effect on all other project activities: the occupational inventory was delayed until fall, as was the working student survey. The career counselors' workshop has been re-scheduled December. The investigation of barriers to work-study linkages is behind schedule for the same reason.

The occupational inventory may be slightly less comprehensive than originally stated (3,400 positions), but will follow the basic plan as outlined in the proposal.

Plans for the working student survey called for operating within the school district to distribute questionnaires to high shcool students. As contracted, the survey will concentrate on recent school graduates instead of seniors, and will be mailed statewide rather than operating only in the local schools. Because of the delays in Council and task group formation, investigation of work-study barriers has proceeded on a less formal basis than proposed. Some group discussions of these barriers may be scheduled in the second project period, but to date the project administrator has interviewed a variety of individuals on the subject instead of having group meetings.

In addition to the preceeding discrepancies there have been some important changes; these require more detailed explanations, as found in this paragraph and the next. The first major change affecting all objectives and activities of the project in a ripple pattern was replacement of the acting project head on April 1, with an administrator new to the project. The acting administrator, having lived in the community less than a year, felt unsuited to facilitate overall development of the Council, for he recognized several keys to its success which require someone with a broader understanding of Fairbanks. He withdrew from consideration for the permanent position on March 15; this set the time-line back by an initial month, minimum, and caused other changes of of varying complexity.

The altered timeline ran into summer with group action requirements which, due both to the Alaskan climate and summer vacation in the schools, could not have succeeded. Thus, when the school administration (facing a July turn-over and arrival of a new superintendent) declined permission to operate a survey of working students in May, 1977, postponement until fall was necessary for that activity. Likewise, a workshop involving area career counselors would not have been feasible while such people were on summer holidays. For these reasons, primary objectives were largely rescheduled to be accomplished in the fall; activities in the summer were conducted either with individuals or in very small groups. This largely avoided pulling people away from their busy summer schedules to attend meetings, but still resulted in a large number of people having first-hand knowledge of the project.

III. Major Achievements in the First Program Period.

What began as a nebulous, uncertain task addressed by a small number of (basically) curious members has become a working council coalescing over the summer to form a functioning committee of people talking and working together toward a common goal. Meetings are generally inclusive of a lunch and are well-attended. The leadership role performed by the Project administrator as late as July has been largely assumed by the Chairman and Steering Committee, enabling the staff to concentrate more effort on general direction, information and organization.

The Youth Leadership Conference sponsored by the Cooperative Extension Service of the University of Alaska has invited our collaboration on their 1978 conference. Plans will be discussed beginning in late 1977 as to what role the Council on Education and Work should take.

Discussion continues about implementation of a career information system in the Tanana Valley for which the Council has acted as an interest-raising catalyst. Any system adopted would need to be available to public and private schools, the community college and such other agencies as might find it beneficial (Tanana Chiefs Conference, the Women in Crisis Center, etc.). The particular decisions about whether, what kind and when are yet to be made, but the process is in motion. The Council will maintain its interest in seeing such a system adopted here, but will probably not take an active part in its planning or operation.

Both surveys have been contracted to a local education consultant who has done similar work in the past. Designs are nearing completion; implementation and analysis will take place within the extended project period.

Planning has begun for the career counseling workshop to take place on December 7. Interest in the community for this activity is strong, and the workshop is anticipated to provide positive indications of what the Council can do in its next funding period to increase the effectiveness of local career counseling.

The project has been assigned its own office in Constitution Hall, and the resulting visibility has helped overcome previous problems of identity within the Community College. Support from the various departments is strong, and the Director of Tanana Valley Community College is active in Council formation and planning.

IV. The Council.

Several suggested Council members were listed in the proposal. Working from there, the project administrator met with individuals to explain the project and invite participation. Recommendations of other contacts were accepted from each. Known community leaders were asked for their participation or referrals. Emphasis has since shifted to growth from within; some members make contact with potential council members and some suggest possibilities for the project staff to follow up. A major mail-out is planned for December to invite participation in a forum-type Council workshop early in the second funding period (January or February, 1978), which will deal with the broader spectrum of Council goals and possibilities.

A current membership list is attached; please see Pages 9 and 10. Council representation is described on an attached form, Page 11.

Full Council meetings have varied to suit the largest number of members possible. A pattern of monthly noon-time meetings which include lunch has developed and as it generally has been met with enthusiastic responses, is expected to continue. The June 8 organizational meeting was attended by 7 people, with discussion centered

Council on Education and Work Membership List

Eileen Montano
Fairbanks Memorial Hospital
1650 Cowles Street
Fairbanks, AK

Susan Fison
Community Information Center
P.O. Box 1267
Fairbanks, AK

Kent Sturgis
Fairbanks Daily News-Miner
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Fairbanks, AK

William Towsley
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Fairbanks, AK

George Wise
Plumbers Apprenticeship Training
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Fairbanks, AK

Warren Finch
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Maureen Holden
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Hutchison Career Development Center
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Bob Burcell
Hutchison Career Development Center
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U of A
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Hutchison Career Development Center
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June Weinstock
Island Counseling & Resource Exchange
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Don O'Connor
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International Airport
Fairbanks, AK

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Rebecha Miller
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Community and Regional Affairs
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Career Extension Center
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Council on Education and Work Membership List (cont'd)

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Joe Reece
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Rynnieva Wescott
Fairbanks Town and Village Assoc. for Devel., Inc.
P.O. Box 1267
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Janice Farrell
Fairbanks Town and Village Assoc. for Devel., Inc.
P.O. Box 1267
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Joe Faulhaber
431 Steese Highway
Fairbanks, AK

Glenn Massay
201 Constitution Hall, TVCC
U of A
Fairbanks, AK

Richard O'Neil
Teamsters Local No. 959
P.O. Box 609
Fairbanks, AK

CURRENT COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	0	0
Public Service*	5	20.0
Education	8	32.0
Organized Labor	2	8.0
Business*	3	12.0
Associations	2	8.0
Parents	0	0
Media	1	4.0
Youth	1	4.0
Others (identify) Retired Crisis Counseling	 1 2	12.0
Totals:	25	100

*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

on introduction of goals and objectives; procedures to use for expanding Council size; the possibility of sponsoring a NAB workshop or "unemployment fair;" general education-work project background. The delayed timeline was projected out, and the search for a third-party evaluator was discussed. Concern centered on "legitimizing" the Council in community eyes with a tangible project (in addition to the surveys), but no conclusions were reached. The town meeting format was rejected as cumbersome and too impersonal for the present. Members agreed to try a luncheon meeting next. There was agreement to contact and invite prospective new members on an individual basis rather than by mass mail-out, and to postpone major media campaigns until fall, because group-oriented activities would not hold public interest through the summer. The need for a chairperson was expressed; no volunteers were present. In later conversations, Bill Towsley agreed to conduct the July meeting as "Interim Chairperson." The Project Administrator investigated possible collaboration with the Cooperative Extension Service of the University of Alaska on the 1977 Youth Leadership Conference; it was too late for this year, but the Council is planning to participate in the 1978 conference. A third-party evaluator was located and interviewed. Council involvement in establishing a career information system in Fairbanks was seen as one possible "legitimizing" activity. Warren Finch, Vocational Director for the school district, discussed avenues of possible joint efforts between the Council, the school district and TVCC in this respect. The Oregon Career Information System was seen as a likely candidate for use.

A second meeting of the Council convened on July 28 for lunch prepared by the TVCC Food Service Department with attendance by 15 members and guests Jim Mahoney and Lindsay Campbell. Dr. Kleinfeld, ISER, presented a proposal for design and implementation of the working student survey. The video presentation of the Oregon CIS did not arrive as planned, so the Project Administrator outlined what the system could do in Fairbanks and how the Council might become involved. Discussion of general project goals was opened, with responses by Jim Mahoney and Lindsay Campbell. Introduction of the evaluator, Muhammed Khan, preceeded a statement by him of his thoughts for the evaluation. Continuation of the trend to stay away from town meetings was evident. There was comment on the difference between those Council members who understood basic project function and goals, and those who did not.

Decisions reached included the appointment of a nominating committee for chairperson; a written sketch of the project which had been prepared by the staff was distributed; formation of the Steering Committee was slated for the next meeting; there was agreement that the surveys should be contracted in August or September. In a follow-up meeting with the nominating committee on August 3, Bill Towsley was nominated to chair the Council. Suggested Steering Committee members were contacted individually and asked if they wished to serve in that capacity. The Project Administrator attended the regional Manpower meeting for FY-78 CETA update. New contacts were invited to the next meeting.

A key word of the August 27 meeting would be "involvement." Of 13 present all but four had previously attended a Council meeting. The level of understanding of the project was strikingly higher, with discussions about proposed activities really opening up for the first time. Formal leadership was finally transferred from staff to Council with election of the chairman, Bill Towsley. Dr. N. Koponen presented his ideas about the two surveys and considerable discussion ensued, with comparison of strong and weak points of both proposals. A steering committee of eight was selected, some with alternates. The Council rejected a staff suggestion to have an evening meeting in September. The proposed budget and activities for the second project period were requested to be available for discussion at the next meeting. A need was cited to investigate University policies for contracting surveys. A noon meeting was planned for September 26; as staff were then preparing proposed budgets and plans they saw no difficulty with having them available for the Council at that time. Considerable time was spent with the Univerisity of Alaska Purchasing Director outlining guides for hiring professional consultants for the surveys.

The final full Council meeting of the first project funding period was held at noon, September 26, in the basement of the Chamber of Commerce log cabin, with a sack lunch provided by TVCC. It was a smaller than usual meeting (11 present) which concentrated on contracting for the up-coming summative evaluation (it had been determined that Muhammed Khan was not available to do that work), and the recent contractual agreement with Niilo Koponen for the surveys. Copies of the draft final report were distributed with members invited to comment after reviewing. Preliminary possibilities were explored for a wine-tasting evening meeting of the Council. Organization of the task groups for the surveys and career counseling was begun, to continue between meetings. In subsequent actions, Nancy Hidden, a local counselor and educational consultant, was contracted to write the project's second evaluation, and immediately began a series of detailed interviews with Council members. Niilo Koponen began work on the survey design, using past surveys for correlation, and consulting with project staff for suggestions. In collaboration with the head of Student Services, plans for the career counselors workshop moved ahead. The task group, consisting of Linda Cline, Maureen Wolff, June Weinstock and Darlene Pasley, met with Sherry Modrow and Ray Diaz October 13 to work on the agenda.

Steering Committee membership was formalized at the August 29 full Council meeting (see Page 16 for the Steering Committee listing). The committee met for the first time on September 15, for the presentation of Dr. Koponen's written survey proposal. Members felt it generally addressed Council priorities better than Kleinfeld's proposal, which was reviewed. Discussion of scope ensued--should the working student survey be statewide, and should it be operated within the schools or outside them? Linda Cline, Hutchison career counselor, advised against doing an in-school survey. General support was expressed for surveying recent graduates instead of current high school students, to gain data on real work experiences. The due date was noted for the summative evaluation. There was general discussion of the value of a printed brochure. Alaska Department of Labor microfiche summaries of unfilled

Steering Committee Members	Alternates
William Towsley 521 Glacier Avenue Fairbanks, AK	
George Wise Plumbers Apprenticeship Training School 3568 Geraghty Fairbanks, AK	
Linda Cline Hutchison Career Development Ctr. 3750 Geist Road Fairbanks, AK	Bob Burcell Hutchison Career Development Ctr. 3750 Geist Road Fairbanks, AK
Maureen Wolff Women in Crisis Center 515 First Avenue, Suite 116 Fairbanks, AK	Rebecha Miller State of Alaska, Manpower Division 1514 Cushman, Room 211 Fairbanks, AK
Joe Tremarello Career Extension Center Box 1250 Fairbanks, AK	Don Gifford Career Extension Center Box 1250 Fairbanks, AK
Darlene Pasley Alaska State Department of Labor P.O. Box 1010 Fairbanks, AK	Joe Reece Alaska State Department of Labor P.O. Box 1010 Fairbanks, AK
Rynnieva Wescott Fairbanks Town and Village Association for Development Inc. P.O. Box 1267 Fairbanks, AK	Janice Farrell Fairbanks Town and Village Association for Development Inc. P.O. Box 1267 Fairbanks, AK
Glenn Massay 201 Constitution Hall, TVCC U of A Fairbanks, AK	Dois Dallas 308 Constitution Hall, TVCC U of A Fairbanks, AK

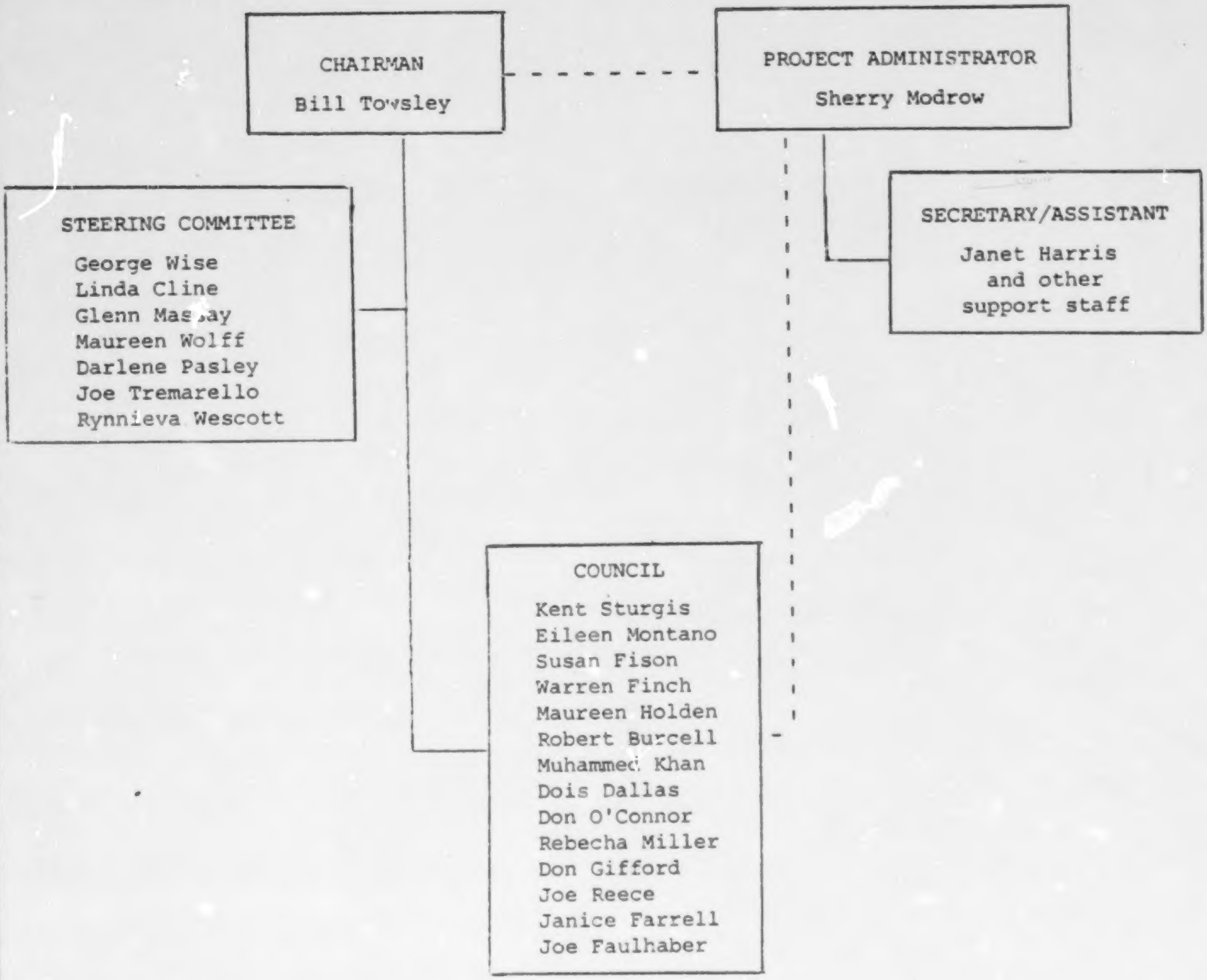
job titles were discussed as an item of possible future value to the Council's planning, as they are as available by regions in the state of Alaska. Rynnieva Wescott presented a list of area of research the Council might want to investigate for projects or activities, such as compilation of a 5-10 year work force scenario of local capital improvement projects; identification of planned expansions in existing local business or potential new ones; advance determination of labor needs on the gas pipeline. The best days for holding Steering Committee meetings were noted to be in the latter part of the week, and TVCC's offer of lunch at the Food Service facility for the meetings was greeted with favor. The decision was reached to contract Koponen for both surveys. There was strong endorsement of going statewide with the questionnaire and of a mail-out to local graduates. The written contract was to be submitted to the Committee for final approval before the September 26 full Council meeting. The Committee voted approval to retain Muhammed Khan to write the summative third-party evaluation of the first project period if he was available. A discussion about Council involvement in advance planning for gasline impact was to continue at the next meeting. The general concensus of committee members was that a void during the oil pipeline construction still exists for planning and training to help local youth meet requirements of skilled pipeline jobs. A contract was to be presented to the Council before the end of September authorizing Niilo Koponen to design and implement two surveys: working students and occupational inventory. The contract included a total dollar limitation and a work statement.

A task group for the career counseling workshop met for the first time on October 13. The date was moved from the initially proposed late October period to December 7, in large part because the coordinator of Student Services and Counseling will be out of the state throughout November. Darlene Pasley, Linda Cline and June Weinstock of the Council attended, with the project staff and Ray Diaz of Student Services and Counseling. Several broad topics were discussed and a final decision was tabled, pending Mr. Diaz' communication with an Anchorage consultant specializing in workshop facilitation. Project staff will locate a suitable location in one of the University insititutes and will design a questionnaire for the workshop. The task group planned to meet again on October 26.

As the Council is still small its organization is as simple as practical. Project staff provide leadership, resource materials, facts, suggestions and direction as needed. The Council chair conducts meetings and is the key leadership factor. The Steering Committee sets policy and takes a large decision-making role; the full Council acts on recommendations from consultants, staff and the Steering Committee, provides the forum for new ideas brought to members' attention, and actively seeks new members. Task groups, composed of Council members and other interested persons (not restricted to those sitting on the Council), form to address specific activities such as the career counselors workshop and the surveys in meetings with the respective consultants and the project staff. Major lines of communication and authority are displayed in the following organization chart Page 19.

COUNCIL ON EDUCATION AND WORK

ORGANIZATIONAL CHART


CHAIRMAN
Bill Towsley
PROJECT ADMINISTRATOR
Sherry Modrow
STEERING COMMITTEE
George Wise
Linda Cline
Glenn Massay
Maureen Wolff
Darlene Pasley
Joe Tremarello
Rynnieva Wescott
SECRETARY/ASSISTANT
Janet Harris
and other
support staff
COUNCIL
Kent Sturgis
Eileen Montano
Susan Fison
Warren Finch
Maureen Holden
Robert Burcell
Muhammed Khan
Dois Dallas
Don O'Connor
Rebecha Miller
Don Gifford
Joe Reece
Janice Farrell
Joe Faulhaber

Note: Line Authority ————————

Technical Authority - - - - - - -

During the first eight months of this project, several tangible examples of the collaboration process in action have been of note. On Page 27 of the proposal, under Anticipated Problems, the lack of rapport between the Fairbanks North Star Borough School District and Tanana Valley Community College is noted. Perhaps the most heartening occurrence to date is the communication which began between Warren Finch, of the school district, and the education-work project administrator. Mr. Finch advised the staff of a memo he wrote to Dr. Stallard, the new school superintendent, noting the possibility of cooperation between the two institutions for development of a comprehensive career information system, and recommending it be encouraged. Although Mr. Finch will be going on a year's leave of absence he has stated intentions of passing responsibility for maintaining our communication on to his successor, toward what we hope will be a continued collaborative effort. Dr. Stallard is expected to attend the career counselors' workshop, at which time the subject of career information systems will again be highlighted. Another example of the process of collaboration was vividly illustrated when George Wise, head of the Plumbers' Apprenticeship Training Program, nominated Bill Towsley, former business executive, for Council chairman. Mr. Wise, a long-time union man, noted that Mr. Towsley was "management" and the two therefore looked at labor relations differently, but that Towsley knew how to chair a committee and was the outstanding candidate for the post. If collaboration is "to work together, especially in a joint intellectual effort" (American Heritage Dictionary, 1976), this must be a classic example. Council meetings are being hosted or housed by a variety of community agencies, including the Alaska Department of Labor, the Chamber of Commerce, Tanana Valley Community College and the University of Alaska.

As the Council moves into data-gathering activities, people from a variety of professions are joining together to add their expertise. Dr. Judith Kleinfeld of the Institute of Social and Economic Research, has offered any addition assistance Dr. Koponen or the project staff may need in planning or operation of the working student survey. A letter to that effect is included in the appendix to this report. Collaboration exists within the task group for the career counselors workshop, which includes Maureen Wolff, Linda Cline, June Weinstock and Darlene Pasley; these four people had never met before joining the Council but all are getting together on this project to make it work. The workshop represents a major collaborative effort between Tanana Valley Community College, public as well as private schools, and service agencies who perform counseling services; and, within Tanana Valley Community College, between Voc-Tech, Student Services and the Education-Work Council. Each time the Council or its Steering Committee sits down to discuss youth transition, collaborative processes are strongly involved. The Council members are increasingly enthused about working and communicating with sectors of the community structure outside their normal range of activities, such as an airline management representative and a school district official talking to the head of 4-H services and a representative of the crisis intervention center. They share concern for dealings with young people, and all are interested in new ways of transiting the school-to-work gap.

There are no examples of concrete institutional change at this point. Following are the prioritized objectives of the Council for its second project period, with the local significance of each objective:

1. Early in the second project period (now in January or February with the first period extension) there will be an intensive workshop for the Council and the general public which is to include key community and borough positions. The workshop, integrating data gathered in the surveys, information from the career counseling workshop and results of interviews with leaders of a wide variety of enterprises and services, will center on the broader scope of such a council in Fairbanks at this point in time. Using Wirtz's idea of restructuring rather than patching the old ways, and pointing out that in its current transition, Fairbanks has no identifiable central group including all its factions, the workshop will open the discussion to the possibility that we can be that core, representative of the long-established as well as that large portion of our population having arrived in the last five years or so.

2. The Council will intensify efforts to identify ways of easing the transition from school to work, using data collected in two surveys, interviews, group discussions and at least one workshop. After a rapid and pervasive rise in employment at all levels to fill needs for construction of the Trans-Alaska Oil Pipeline and an equally rapid decline

upon completion of pipeline contruction, there is no current comprehensive knowledge of entry-level employment, except that it is not good. The compiled information gathered by the Council should be a useful tool in at least two ways: immediately, by comparing where the jobs are and what students are looking for, and hopefully redirecting some of them into more productive lines; and longer range, by meeting gasline impact in advance with a plan for better utilization of Alaskan youth during its construction. There is also the possibility of delay in gasline construction for one reason or another, which should be (and seldom is) given serious consideration. Such a delay would mean a disastrous economic interim for Alaska and a consequent deepening of youth unemployment problems. If we know what is happening now on the local scene, we will be better prepared to meet either eventuality as it unfolds.

3. There is a projected possibility of use of the Council as the local vehicle for insuring movement into gasline construction and light-petrochemical industry development with an appropriately prepared labor force. This need was unmet prior to and during construction of the Trans-Alaska Oil Pipeline. Council members view the gasline as the single most important economic and employment factor in the Fairbanks area for the next five years and want to do all possible to help local youth get a share of the training and jobs resulting from such activities.

4. The Council plans to become involved in lobbying for increased training programs in the area. Most CETA training is done in Seward, some 500 miles from Fairbanks; carpenters do much of their training

in Anchorage; Teamsters have a training program in Anchorage but not in Fairbanks, etc. If Fairbanks is going to bear major gasline impact and resultant growth, it should have increased training facilities available to meet employment needs.

Following are the programs for the October to December extension and the second funding period of the project:

1. Completion of the working student survey and the occupational inventory (October and November).

2. Career counselors' workshop (December 7).

3. Community workshop or series of workshops for Council development.

4. A community forum or series of workshops on gasline plans and expected impacts, and what young people should do to be ready for pipeline construction.

5. Participation in the 1978 Youth Leadership Conference.

6. Actively working with the school district and social service agencies to upgrade the career counseling available in the area, to include workshops, involvement in the organization of a career information system, etc.

7. Possible incorporation on a non-profit basis enabling the Council to receive state and local funding on an on-going basis.

8. Expansion of current listing of youth agencies into a handbook or guide to their effective use.

9. No decision has been made, but there has been discussion about publication of a newsletter on a bi-monthly basis.

10. There will be an on-going series of interviews and articles in all local media to keep the tempo up after the first community workshop.

V. Financial and resource contributions.

Tanana Valley Community College

1. personnel	$ 10,200.00	est.
2. office supplies & equipment	2,628.00	partial receipts
3. travel (local vehicle)	1,200.00	receipts
4. council activities	200.00	est.; plus space for council meetings, no est.
5. other: office rent, phone, xerox	6,800.00	partial receipts
6. overhead	-0-	
	$ 21,028.00	TOTAL

Alaska Department of Labor

Meeting space August 29 - resource contribution

Greater Fairbanks Chamber of Commerce

Meeting space September 26 - resource contribution

VI. Problems

In the initial months of the project, there was what amounted to resistance by community members of the entire council idea; it seemed overly difficult to interest people in joining the Council. Part of the problem was ascribed to timing; in the spring, people in Alaska are reluctant to consider anything new which might take time away from their brief summer. In addition, the nebulous quality which is one of the project's strong points also made it hard to explain it to people in its beginning months, and perhaps it came out sounding like too much work and not enough change. The time difficulty was unsettling. On one hand there was a small amount of time in which to do a great deal of work. On the other, work done poorly, incompletely or haphazardly would in the end serve no purpose. The project administrator, after conferring with the Director of the Project and the Director of TVCC, decided to slow down the project to accommodate summer situations in order to strengthen its position in the long run. The staff prepared a fact sheet on the Fairbanks Council and combined it later with a community council outline offered by Jim Mahoney to help clarify the project for prospective members. By fall people were demonstrably more willing to sit down and listen to concepts above the project. More people seem genuinely interested, in fact enthused, and the borderline hostility of comments about "government projects", "more surveys", and the like has not been encountered recently. The fact sheet seemed to help; without telling people how the council would operate in an arbitrary or authoritarian manner, it gave them something to hang onto and work from in their early association with the project. The timeline was seriously delayed by the slower pace in summer but the time spent with individuals and the low profile kept in the summer seems to have paid off: there has been little alienation of early supporters--indeed, the first members are still the most enthusiastic.

Difficulties finding qualified consultants have been legion. The evaluation field is not well-developed here, apparently because most projects requiring evaluations come from outside the state and they supply the evaluators. Most professional survey designers and qualified evaluators work for the University. In the case of evaluations, the consultant hired should not be affiliated with the College. For survey consultants there has been reluctance by the University to approve overload contracts (above a normal working contract). The solution applied was to look within the community for evaluation and survey consultants not employed by the University. It was a tedious process because the Purchasing Department does not have reference lists for either category of consultant. Some attempt was made to locate an evaluator in Anchorage, but Council members felt any survey designs should be prepared locally. For the first evaluation, a consultant was located who is a professional systems analyst. The lack of hard data bothered him, as he is more comfortable dealing with statistics than feelings, but he understood what an evaluation should do and was generous with his time. An education consultant who has been working in the counseling field locally was contracted for the second, or summative, evaluation. A local independent consultant was contracted for both surveys.

The project staff was providing both leadership and resource and found it difficult to get away from the former. The decision to find a chairperson was encouraged by the project administrator before the Council members were very sure of their purpose, to the desired end of having a focus besides staff - to turn the attention inward on the Council and thereby force it to become a working Council. An immediate result was that as soon as Mr. Towsley became chairman the project administrator's role moved toward one of researcher and guide; in short, even though the project administrator still provides most of the input at meetings, the focus is on the chairman and the Council, and they seem to find it easier to take action.

The salient problem to be faced next is finding an appropriate direction for the Council during the second project period so that it develops a function the community will want to continue. With direction and activities firmly established, continued support and funding should be easier to muster. There is ongoing difficulty with getting the overall philosophy of this type of project across to Council members, technical support staff and the public in general. The Council workshop being planned for January or February is seen as an excellent educational tool for specifics as well as the broader theoretical aspects of the education-work council project.

The project's role within TVCC is still somewhat poorly defined. Most college staff have not come to understand what the Council is trying to do; interest has increased, but the feeling of isolation within the college still exists. We originally had little visibility in the college but our recent move to a separate office, complete with sign, has already encouraged stop-ins. The project administrator has started discussing Council activities more frequently during the weekly Director's staff meetings to gradually involve the other administrative heads, assuming they will suddenly find they know more about it than they thought they did. It would seem the problem of identity both in the community and in the college was best handled gradually over the first project period, but that a more agressive campaign will be effective in the second year as the groundwork has been laid and people have become aware of the project.

VII. Recommendations.

AACJC assistance has been superlative; this project administrator hopes any reorganization won't remove the Project Director's staff to such distance that the relationships between Director and administrators never progresses beyond the initial formalities. The support of AACJC and the other project administrators has several times swung the balance from finding the complexities and experimental nature of the project completely hopeless to putting aside the reams of paper for awhile and seeing the project's amazing possibilities in human terms.

Department of Labor assistance has been more implicit than overt at this level, but the site visits were valuable in letting the college and the project know they were dealing with real people beyond AACJC. The only recommendation would be for continued contact with the sites, as well as continuation of the fine communication which has been developed between Jim Mahoney and the Work/Education Office, which he then shares with the project site staffs.

In addition to the full consortium conference and the newsletter, the development of a set of regional conferences is seen as an extremely positive move. Transportation costs and travel time are much smaller than for a full meeting. There are regional similarities and territorial "belonging"; contacts set up in such an atmosphere might be more easily maintained. There have been discussions about how difficult it is to maintain the perspective of the overall project when each site administrator is up to the proverbial neck in the respective site's development. Meetings with others experiencing a similar set of frustrations and enthusiasms provides a "step back" from the everyday realities to refresh the broader goals of which each council is a part.

Refinement of the program concept is a great idea, but difficult to accomplish without losing the freedom of each site determining its own emphasis and direction, which is one of the most unique attributes of the project. The program is so large in its possibilities that initial understanding is difficult, but any simplification would certainly risk losing the full scope. The consortium meeting occurred very shortly after several of the AACJC administrators had come on board, and they had a hard time landing in the middle of a moving runway. However, the meeting provided some valuable clues to the project and gave those present a springboard for organization their councils. What if a workshop had been included a day ahead of the conference specifically for those new to the project? It would, perhaps, have facilitated a more rapid understanding of the project.

Giving the Council as a body the full range of choice and asking what it wants to do while it is just forming may be an unrealistic expectation, as it concerns busy professionals who are volunteering their time. If the project staff made initial judgements about one or two specific activities, other choices could be presented at a later time when members have a more comfortable understanding of what the Council is to be. Choosing an interim chairperson early, even if the administrator has to push it, seems advantageous to the development of leadership in the Council.

For this particular site, the function of secretary should originally have been designed as a combination of project assistant/secretary. It is doubtful most Councils located in small communities would generate enough secretarial work for a full-time person in the early period, and it is really helpful to have hired someone who can and is willing to deal with program content and Council formation in addition to secretarial duties.

Evaluation contracting would be more efficient if a more detailed overview were available from the beginning. In a community not ordinarily dealing with such services, it is difficult to decide what is needed without basic guidelines from the Project Director. "Find an Evaluator" didn't mean much to TVCC or the project staff; an outline of what the project hopes to learn from the evaluation, in specific terms but still allowing for site activity and objective differences, would provide a base from which to start looking.

It sometimes seems an inordinate amount of staff time is dedicated to creating reports. Writing the reports is none-the-less a valuable review process for the staff and the national Director, and certainly should not be discontinued. One wonders, however, if the amount of time spent mentally organizing and then actually writing a report would increase appreciably if it were to be a two-month report, and if the time which would have been spent writing the next month's report would then be freed for other activities.

VIII. Community Response.

Initially skeptical, the community has become increasingly cooperative. Many employers are bitter about the turnover rates experienced during oil pipeline construction; employees no sooner were trained than they got a call from the union hall and took off for the higher paying pipeline jobs. People are gradually seeing the Council as a means of reversing that trend in the next pipeline boom by offering enough attractive alternatives early on that the lure of higher pay won't create such insane turnover. As the staff has begun to talk to the many young people who would stay with a firm or agency if it offered training, challenge and advancement, employers begin to see alternatives to pipeline impact with advance planning.

IX. Budget Summary.

An itemized summary of project expenditures to October 15, with remainder in each category, is attached, Page 34.

X. Personal Observations/Reactions

My enthusiasm for this project has not waned, although my ability to keep abreast of it has often come to serious self-doubt. As the Council has developed into a working group, my belief in its ability to accomplish its goals has risen. For a conservative and divisive community to foster the growth of such a council is a major step. The Council is now taking active interest in its own future, and I am more able to concentrate on administrative duties as my pathfinder role diminishes.

I have been surprised at the amount of paperwork, and was unprepared for some of the political difficulties (not stepping on college toes while trying to talk to the school district, for instance), but have been rewarded by the growing indications of community interest in the data we are gathering and the changes we expect to initiate in career planning/counseling. The needs of our community appear most strongly in the area of pipeline impact. Several Council members feel we have a tool which can make a difference 1) in the way local youth prepare for their future; 2) in the way adults view young people in their school-work transition; and 3) in actual gasline impact in the community. It is a subject which was discussed before the oil line but was never developed. We have a unique opportunity to design the Council to fit our local needs, and I hope we can be responsive to that initiative. I feel strongly that the Education-Work Project is worthy of continued support, on the national level as well as locally.

APPENDIX D

COUNCIL MINUTES

Tanana Valley Citizen's Council on Education and Work

305 Constitution Hall
anana Valley Community College
Fairbanks, Alaska 99701

(907) 479-7812

An orientation meeting for the Council on Education and Work was held on June 8, 1977 at 7:00 p.m. in Constitution Hall 201, University of Alaska campus. Members present were Dr. Glenn Massay, Director, Tanana Valley Community College; Maureen Wolff, Director, Fairbanks Native Association Adult Learning Center; Darlene Pasley, Area Manager, Alaska Department of Labor, Fairbanks Job Service; Don O'Connor, Assistant Customer Services Manager, Alaska Airlines; Sherry Modrow, Council Coordinator; Janet C. Harris, Council Secretary. George Wise, Plumbers Apprenticeship Program head, arrived later.

Portions of the proposal dealing with the surveys and task force activities were distributed with copies of "The Work-Education Exchange" newsletter.

Project timeline and goals were stated and discussed. The next topic for discussion was the Council's expectations for the surveys and how they will both serve the community and aid in realization of Council objectives. The project coordinator asked for suggestions for an evaluator as there has been difficulty hiring an adequately trained person in the area. Darlene Pasley made several suggestions in that area. Members discussed possible additions to Council membership, including the idea of how to incorporate non-professionals (i.e. interested people such as parents who are not working in a related field). Maureen Wolff noted that there is often conflict in cases where the lines between non-professionals and professionals may be sharply defined.

Glenn Massay brought up the idea of an "unemployment fair". He once put one on in another state and felt the idea might be easily applicable to the Fairbanks area, emphasizing that while people know what unemployment is, they don't know what a "Council on Education and Work" is, and such a project would give both identity and creditability to the Council.

The Project Coordinator met with two representatives from the Work - Education Consortium Project, Department of Labor, Washington, D.C., office on June 1 and 2. Among topics they discussed were the career - counseling workshop sponsored in many communities by the National Alliance of Businessmen. Darlene Pasley has been in contact with two N.A.B. representatives and will provide the project with as much information as she has about them. The Project Coordinator will investigate the possibility of having a N.A.B. workshop in the fall.

A discussion of absenteeism yielded the idea that meetings will be very hard to hold during the Alaskan summer and that we will plan on small working groups rather than large meetings until fall.

For the next Council meeting Glenn Massay offered the TVCC food service facility. It was agreed that a luncheon meeting is more easily arranged in summertime, and that the college would provide lunch for the Council. A poll will be taken of members to decide the optimum meeting day, to be chosen from July 26, 27 or 28.

The meeting adjourned at 8:15p.m..

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The Council on Education and Work held a meeting July 28, 1977, in the Arctic Research Building on the University of Alaska campus, with the Tanana Valley Community College Food Service Program providing lunch. Present were:

Eileen Montano	Fairbanks Memorial Hospital
Judith Kleinfeld	Institute of Social and Economic Research
Kent Sturgis	Fairbanks Daily News-Miner
Bill Towsley	Retired City Official
George Wise	Plumbers Apprenticeship Training School
Linda Cline	Hutchison Career Development Center
Maureen Holden	Coordinator, 4-H and Youth Programs
Mary Jo Heinrich	Career Extention Center
Randy Kilbourn	Gavora, Inc.
Joe Reese	Job Service, Department of Labor
Muhammed Khan	Job Service, Department of Labor
Glenn Massay	Tanana Valley Community College
Debbie Sather	Tanana Valley Community College
Janet Harris	Council on Education & Work
Sherry Modrow	Council on Education & Work

Guests present were Jim Mahoney, American Association of Community and Junior Colleges, Project Director, and Lindsay Campbell, U. S. Department of Labor, Education-Work Project. Materials distributed: Oregon Career Information System - Summary; Jim Mahoney's profile of Community Education-Work Councils; and Minutes of June 8 meeting.

After introductions, Bill Towsley conducted the meeting as interim chairman. Previous minutes were approved.

Muhammed Khan was introduced as third-party evaluator and he spoke briefly about the evaluation, outlining his background and what he hopes to accomplish in evaluating the project.

Dr. Judith Kleinfeld, Institute of Social and Economic Research, presented a proposal for the working student survey. She gave a short history of the youth labor movement in Fairbanks, specifically the trend of the boom-bust economy and the effects it has had on youth. The survey was outlined as follows: A) Employment Patterns of Fairbanks Youth, 1977 (Summer and School Year); B) Occupational and Educational Plans of Fairbanks Youth; C) Sources of Information about the Labor Market;

D) Attitudes toward Work Experiences and the Occupational Sphere; and E) Background Information. The proposed budget was $6,877 which is considerably above the stated budget. This doesn't rule out the possibility of using Dr. Kleinfeld's design; however, a further look at alternatives will be on-going.

Sherry Modrow attended a July 1 meeting held of the State Manpower Services Council and shared with the Council on Education and Work the material presented there about the Oregon Career Information System. Bob Thomas from Kodiak is seeking funding to implement a demonstration project of the system. He is interested in having a pilot site in Fairbanks. Discussion centered on the feasibility of this Council sponsoring such an undertaking; should he receive the funding and if the Council is interested, a proposal will be submitted in the fall.

Kent Sturgis raised the question of the appropriateness of a council of this nature in Fairbanks. Lindsay Campbell addressed this with background on project origins and current status; a profile of the National Manpower Institute, National Alliance of Businessmen and American Association of Community Junior Colleges consortium; and some Department of Labor philosophy regarding community education-work councils. Jim Mahoney talked of dynamics of community involvement in such councils and encouraged continued efforts at strengthening the collaboration already in motion. He also discussed the merits of doing the type of professional survey Dr. Kleinfeld is interested in, even though it exceeds the budget, as opposed to having a somewhat less perfect data-gathering instrument and being able to apply that money elsewhere. He indicated a letter from the project administrator is all that would be necessary to transfer funds from another line item of the budget into the survey if the Council so decides (assuming a surplus of funds exists elsewhere in the budget).

The Council spoke about how to involve young people on the council, and Maureen Holden with Cooperative Extension Service, University of Alaska, said that she could possibly help generate that involvement through her association with local 4-H groups.

Bill Towsley appointed Joe Reese, George Wise and Linda Cline to choose a chairperson for the council. They agreed to meet August 3 for that purpose.

After general comments, including thanks to TVCC for the lunch, the meeting was adjourned at 2:30.

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Fairbanks, Alaska 99701

(907) 479-7812

The Council met on Monday, August 29 at 1:30 p.m., at the Job Service office, Tesco Building. Sherry Modrow, Project Administrator, convened the meeting. Those present were:

Joe Reece	Job Service
Kathy Voupel	Job Service
Don Gifford	Career Extension Center
Linda Cline	Hutchison Career Development Center
Bill Towsley	Retired Management Executive
Muhammed Khan	Job Service
Maureen Wolff	Center for Women in Crisis
Glenn Massay	Tanana Valley Community College
Rebecha Miller	State of Alaska, Manpower Division
Rynnieva Wescott	Fairbanks Town and Village Assoc. for Devlopment Inc.
Dr. Wm. Wood	Fairbanks Industrial Development Corp.

Niilo Koponen attended to present a survey proposal.

Bill Towsley was unanimously elected as Chairman for the Council on Education and Work and assumed that role for the duration of the meeting. He noted that for Council purposes he should be referred to as a "retired management executive".

Niilo Koponen was introduced to the Council; he presented a verbal proposal for the Working Student Survey. Dr. Koponen's plan was a mail-out questionnaire survey to be done state-wide; using Council staff for distribution and gathering of materials. His plan would be to mail out the questionnaire by the end of September and those responses will be received until the end of October when a random selection of local Fairbanks students will be made and interviewed. The interviewing process will be a benefit to staff as they will share in the experience. The Employer Needs Assessment is not included in Niilo's plans but could be if the Council so desired. His proposed budget is within the stated Council's budget.

The following topic for discussion was the next meeting date, which was set for 12:00 (at the request of several members), September 26th. A bag lunch will be provided by TVCC. Several suggestions were presented for location of the meeting; Council staff agreed to make reservations for the Chamber of Commerce basement conference room. For the moment, noontime meetings were seen by the majority present as preferable to any other times.

The Project Administrator made a suggestion of having a winetasting party at a meeting during the fall. Maureen Wolff will check with Odom Distributors for possible sponsorship.

The evaluation, prepared by Muhammed Khan, was received by the Council. Council staff were requested to prepare a response to the evaluation and to distribute both to the Project Director's office and Council members.

Bill Towsley spoke about Niilo Koponen's proposal and felt that because we're associated with the University we'll be contracting the survey through Purchasing Department and they require certain specifications which we should provide. He suggested the Project Administrator contact Purchasing and acquire those specifics.

Linda Cline made the statement that Niilo Koponen's proposal should be more precise. She felt he should have had a written statement of budget distribution and written purpose and goal.

The Chairman spoke to the Council about the need for a Steering Committee and asked for suggestions. Discussion followed as to size, representation and the possible use of alternates. George Wise and Joe Tremarello had indicated willingness to serve on the Steering Committee in advance, knowing they would not be able to attend this meeting. The Steering Committee is now organized as follows:

	Alternate
William Towsley	
Rynnieva Wescott	Janis Farrell
Maureen Wolff	Rebecha Miller
George Wise	
Don Gifford	Joe Tremarello
Glenn Massay	
Linda Cline	Bob Burcell
Darlene Pasley	Joe Reece

The first meeting of the Steering Committee will be convening shortly after Labor Day. Their purpose at this meeting will be to evaluate the two survey proposals and make a decision.

New business included an anouncement made by Maureen Wolff, who was recently appointed to head the Women in Crisis, Counseling and Assistance Center, a rape and assult center for local women which will be opening in September. Linda Cline asked that the Council staff contact Maggie Kaiser with Tanana Chiefs Conference as she has an interest in the Council. Another suggestion was made for Council staff to check on the recently revised Crisis Line publication, a directory of services available to Fairbanks residents, which might be helpful to the staff. The Chairman asked that a copy of the proposed budget be made available at the next meeting, as well as a written report of current financial status.

Tanana Valley Citizen's Council on Education and Work

305 Constitution Hall
Tanana Valley Community College
Fairbanks, Alaska 99701

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September 27, 1977

Council on Education and Work held a noon meeting on Monday, September 26, 1977, in the Chamber of Commerce basement, bag lunch was provided by TVCC Food Service Program. Present were Dois Dallas, Darlene Pasley, Bill Towsley, Janet Harris, Sherry Modrow, Joe Reece, Don Gifford, Linda Cline, Maureen Wolff and two new people, June Weinstock with Island Counseling, and Julia Looney with Hutchison Career Center.

The minutes from the August 29th meeting were approved. First item on the agenda was the evaluation. Sherry noted that Muhammed Khan would not be available to evaluate the Project's second half; she did suggest two other people, one person from Northern Education Research and Nancy Hidden from Island Counseling. Maureen Wolff stated she knew of Nancy Hidden's work and that it was of excellent quality. Sherry will notify both later this week.

The Survey Contract was discussed next. Niilo Koponen was selected as Survey Consultant by the Steering Committee on September 15. He is presently preparing background information this week and by the first of next week a contract (within University guidelines) will be drawn up. Sherry will be in touch with Steering Committee members for contract approval.

Maureen spoke about possibly getting a case of wine donated for an evening wine and cheese-tasting meeting. June Weinstock said it might be possible to hold the meeting at her place of employment. One purpose of an evening event would be to draw in newcomers.

Passed out to each member was a copy of the Draft Final Report. The deadline for the Final Report is October 15. Bill Towsley felt if Council members wished to make comments to Sherry please do so by October 7.

Task Groups were next on the agenda. Joe Reece asked why? Sherry felt it might be more convenient if people met in small groups. It would give people an opportunity to chose and participate in which task group interested them. Linda Cline, June Weinstock and Maureen Wolff asked to work with the Career Counseling task force. Joe Tremarello and Julia Looney asked to work with the Survey task group.

The Career Counseling Workshop is planned for late October. October 29th the Women in Crisis is having all-day training - our workshop will be planned so as not to be in conflict.

Several members made suggestions regarding the search for new members i.e. N.A.A.C.P., Tanana Chiefs, Fairbanks Native Assoc. and individuals from private industry. Maureen felt George Vestal, of J. C. Penney, might be a good contact. Sherry would be receptive of new contacts and mentioned that after the submission of the Final Report, and the Survey Contract underway more effort would be put into that area. Maureen stated she felt the Council and Steering Committee had made great achievements.

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September 20, 1977

The Steering Committee met for the first time on September 15 in the Arctic Health Building on campus, with lunch provided by the TVCC Food Service Program. Present were Bill Towsley, Rynnieva Wescott, Darlene Pasley, Linda Cline, George Wise, Maureen Wolff, Janet Harris and Sherry Modrow.

The first item discussed was the survey contract. Niilo Koponen's proposal was distributed and Sherry outlined differences between it and Judith Kleinfeld's. She felt the Kleinfeld proposal would produce an excellent tool, but possibly more research (directed toward the needs of ISER perhaps) oriented than one aimed for use by the community at large (people-oriented). Linda Cline reflected, based on her past experience, that a proposal such as Niilo's would be most useful because it would deal with students already in the working world who know more about "what's happening". George Wise moved that Niilo Koponen should be contracted to do both the Working Student and Occupational Survey. Rynnieva Wescott seconded that motion. The motion was carried unanimously by the Committee. The Steering Committee asked that staff prepare a job contract for Niilo within Purchasing Department regulations, including a total dollar limit, and the contract is to be presented at the next Steering Committee meeting. There was discussion of the value of including a question on the survey for those looking forward to gasline employment, but the concensus was to avoid including gasline impact in this survey. Rynnieva submitted an outline with suggestions for preparations we could take in view of the coming gasline impact. It was felt this would be an excellent vehicle for Council involvement in the movement from education-to-work during rapid economic growth. George Wise brought up the fact that the Plumbers' Apprenticeship Program will be moving into larger facilities for the welding and plumbing programs, to accomodate the increasing enrollment status.

Sherry had checked earlier with Jim Mahoney, Project Director, and she stated he was interested in having Muhammed Khan do the Project's summative evaluation should the Council so desire and should he accept. Maureen moved to approve Muhammed Khan as third-party evaluator, Linda seconded it. A unanimous vote was carried from the Committee.

Sherry shared the idea of preparing a community-interest information brochure about the Education-Work Project. It would list the various businesses and agencies participating, state general goals, sponsorship and background, and explain current activities as well as proposed future ones. A design will be sought and any contract for preparation will be approved by the Steering Committee, as moved by George, seconded by Darlene and unanimously passed.

Bill Towsley mentioned that Sherry has put a great deal of time and effort into community interest work, and particulary involving TVCC, and spoke for the Committee to commend her. He noted particularly that Sherry and Janet had an information table for the Project at the Tanana Valley Fair.

Joe Reece loaned staff the use of a set of Department of Labor microfiche. Sherry felt that because it showed how many jobs weren't filled after 30 days, it would reflect the areas of emphasis needed in technical education and career counseling. The data collected is by city/state format with a listing of unfilled jobs, and amount of education/training/experience required.

Steering Committee will meet again as soon as the survey contract has been drawn-up and signed. Schedule conflicts were noted, with general agreement that end of the week meetings are most convenient. TVCC has offered to continue providing the Steering Committee with lunch at the Food Service Program's cafeteria for its future meetings.

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF LABOR

DIVISION OF EMPLOYMENT SECURITY
Affiliated with U.S. Employment Service

P.O. BOX 1010
FAIRBANKS, ALASKA 99707

September 28, 1977

Ms. Sherry Modrow, Project Administrator
Community Education Work Council
Tanana Valley Community College
305 Constitution Hall
Fairbanks, Alaska 99701

Dear Sherry:

I've been thinking about the question of what direction the Council will take after amassing the information provided by the surveys of youth and the occupational inventory. It seems to me that we should be concerned about a way to get the information we have gathered out to the young people who can use it (in addition to using it ourselves in adapting our institutions to the needs of this group of "customers").

In figuring out a way to distribute the information, it occurs to me that certain conditions need to be met:

1. It should be made available to all groups of young people, in and out of school.

2. It has to be in an interesting format - we won't get anywhere trying to sell dry statistics, academic analyses or the 775-page "Occupational Outlook Handbook".

3. It should be concerned with local opportunities and be geared to local conditions.

4. It should allow a person to extract the information he wants with a minimum of effort and complication.

If the Oregon Career Information System is adapted to Alaska, it would provide some of this, but it seems that we might be in a position to do a more basic presentation relevant to the local area.

An idea I would present as a starting point is to create casette/photographic slide presentations for various occupations which could be shown on machines similar to those the Alaska Skill Center uses for instruction in different classes. Libraries of these presentations could be offered to schools, agencies, TVCC, Job Service, etc., so young people could pick out which occupation they want to know more about and see that particular "show". Which occupations were done would depend on the results of the student survey.

The presentation could include:

- what the work involves, working conditions, etc., perhaps using the voices of individuals who are working in that occupation
- usual methods for breaking into that field
- what education or training after high school is required
- what opportunities there are for advancement
- who to talk to for more information.

We could also do presentations on more general areas such as union apprenticeships, college education, etc. I think in most cases we would not have difficulty finding people in the community involved in the occupations/ interest areas who would like to have the chance to talk about what they do. We might also tap the journalism students at the U of A to help on the technical parts of putting the presentations together, and technology may have come up with better audio-visual methods than the slide/cassette format.

I don't know if you consider this type of project within the bounds of the Council's range of activities. I guess my main concern is that we find some way to get the fruits of our research and work directly to the young people who can use it, as well as indirectly through the effect it has on the Council members and their organizations.

Sincerely,

Joseph L. Reece

Joseph L. Reece
Local Office Manager

FIRST EVALUATION REPORT
COMMUNITY EDUCATION-WORK COUNCILS,

TANANA VALLEY COMMUNITY COLLEGE
UNIVERSITY OF ALASKA, FAIRBANKS, ALASKA 99701

PERIOD COVERED
FEBRUARY 15, TO OCTOBER 15, 1977

BY
NANCY HIDDEN
PROJECT EVALUATOR

THE COMMUNITY EDUCATION-WORK COUNCIL

Fairbanks, Alaska

Second Evaluation Report

I. Introduction.

Fairbanks. Alaska. Last Frontier. Pipeline. These words arouse the interest of the individual looking for adventure, for a chance to get rich quick, or just needing another start. However, the area now confronts the problems of these times; in unemployment, in rising cost of living, and in no new job skill development. The uniqueness of the place with its extremes of environment leads to pressures that may not be found elsewhere. These produce greater strains in certain phases of human development, particularly during the transition period from school to work.

The contractual arrangement between Tanana Valley Community College (TVCC), University of Alaska, Fairbanks, and the American Association of Community and Junior Colleges (AACJC) to establish a Community Education-Work Council was based on the necessity of looking at the community as a whole and attempting to develop new ways of facilitating the education - work transition of its youth. The areas which a council of this kind needs to address are:

1) To define the programs needed to bridge the gap between basic education and career.
2) To look at the basic problems of the youth and their employers.

3) To develop a central organization within the community in which new educational and skill development programs can be evolved and structures created in which to place these programs.

The special qualities of Interior Alaska, the long artic summer days and the long cold winter nights, weigh heavily when trying to meet the expectations of project scheduling set within the "lower 48".

Any education - work council in the Fairbanks area faces another problem, the large transient population. This has in the past given a "why try" attitude towards similar projects. Fairbanks, at present, is in a transitional period between the end of the pipeline and the prospective beginning of the gasline in another year. The old school and job structures have not been working. Following the ideas of Willard Wirtz in "The Boundless Resource" the Council seeks to create new structures, which will use the indigenous resources, rather than to patch the old.

In evaluating the present project of the Community Education-Work Council it has been necessary to keep in mind the following three points:

1) the uniqueness of the environment.
2) the transient population.
3) the need for a new structure in which to infuse the education and work experience of the area.

II. Evaluation Techniques.

The following report is divided into three sections, first the progress made, second the difficulties encountered, and last, the recommendations for the Council.

Statistical data has not been used as it would be meaningless at this stage of the program as well as not accurately describe the short comings and accomplishments of this project.

The information for this evaluation was obtained in the following manner:

1) telephone interviews of randomly selected Council members.
2) interview with Dr. Glenn Massay, Director of TVCC.
3) many hours of discussion with Sherry Modrow, Project Administrator.
4) interview with Janet Harris, Project Secretary.
5) reading of material generated by the project.

III. Progress.

There appears to be a feeling among those on the Council that the project is progressing steadily. The following are the major areas of accomplishment:

1) The community college has given a separate office to the project, which helps to create a feeling of identity within TVCC for the staff and for the program.

2) In addition to his Council membership, Dr. Massay took the time to give the project administrator assistance when it was realized there was no one else available to her.

3) William Towsley, the chairperson, was selected. Towsley; a long term city employee now retired from over twenty years of management work with local, public, and private industry; lends great cohesiveness to the Council.

4) A breakthrough was made when the director of the Plumbers Apprenticeship Training School committed himself to be a member of the Council, which included this labor group for the first time. A teamster representative has been attending the Council meetings, and it is hoped that he will become a participating member soon.

5) Another major accomplishment of the Council was the selection of a Steering Committee. While it would be an imposition to ask a large volunteer council of this type to meet more than once a month, a smaller committee of well qualified and experienced people will have the opportunity to meet more frequently. The Steering Committee will be able to determine the areas that require focusing by the Council.

6) Small task groups have been started to concentrate the energy of interested individuals on specific problems.

7) The developing of a workshop on career education, to be offered to the local youth counselors during the beginning of December, is in its final stages of preparation. This workshop is aimed at developing career - education through giving information to those who can use it in the community, and through discovering what further information would be useful to them.

8) The contracting of Dr. Niilo Koponen to survey the 1976 and 1977 Alaskan High School graduates about the problems they are facing in their movement from school to career has provided the Council with much needed direction. Both in 1967 and 1972, similar surveys were conducted by Dr. Koponen. The comparison of the present survey with those of five and ten years ago will provide a wealth of additional information.

9) The contacted members of the Council were pleased at how well they were informed of the progress of the Council, and felt that they were a part of a functioning committee. The noon hour meeting, with lunch provided by TVCC, has helped in maintaining enthusiasm and attendance.

10) The working relationship between the project secretary and the project administrator is very positive and is seen as a team effort. The communication at this level is giving the project a good home base.

11) The project administrator attributes her ability to maintain enthusiasm for the project as being directly related to the enormous support she has received from Jim Mahoney of AACJC. This support adds strength to the basic structure of the project.

IV. Difficulties.

Difficulties within a project can lead to constructive growth. The difficulites encountered within this project are potential directions to strengthen the present Council as a steadying agency within the community. Following are the major difficulties seen at present:

1) The project administrator is a capable, self-disciplined individual who has no need of close supervision; however, a lack of support and assistance from Director of Student Services and Counseling has forced her to act more independently than the original design of this program intended.

2) Due to the lack of clarity about the role of the project administrator, a real resource of the Council is being wasted. The ability of an administrator to gather information, to coordinate programs, and to connect with non-participating organizations should be recognized by Council members. If she is not used to expand and concretize the work of the Council, it could disintegrate into an organization for paper publication rather than for community action.

3) A few members of the Council felt that more meetings were needed because progress was slow and too much time was being taken to orient new members to the project. Others felt the need to be specific and concrete at the hour and a half long monthly meeting to ensure that additional meetings would not be necessary.

4) Due in part to the transient nature of Fairbanks and to a lack of experience in community organizing, the Council lacks full participation from the school system, employers, governing officials, and the Alaskan Native community.

5) The design of a new structure to infuse education and work is impeded by the lack of balance in the perspective of the Council as it is now constituted. Those social and counseling service personnel who are presently most visible are not able to implement any larger changes in the community life.

6) Hence the Council is not acting as a forum for the exchange of information that would be meaningful in a new infused structure of work and education.

V. Recommendations.

The general progress of the Community Education-Work Council has been steady and positive, considering the difficulties encountered. Much of the ground work has been laid at the basic levels, and many of the organizational stumbling blocks have been passed. The need for the Council to establish itself in the community as a community organization and not just a function of the intellectual elite is a major focus. New obstacles will need to be recognized and overcome. The pipeline has ended. The gasline has not yet begun. The public school administration has changed. The general economic shift and the accompanying change in required job skills and job prospects is creating large youth unemployment. There is a definite need to find new structures in which to handle the new problems generated. The following recommendations are seen as areas needing emphasis at this time:

1) The project administrator needs immediate access to others within the community college for brainstorming and feedback. The other department heads have a wealth of information and experience which at this time would be of tremendous value to the project administrator.
2) The project administrator should be free to spend more time within the community. Assistance from other clerical workers within TVCC should be provided as the project secretary develops her ability to take over such duties as progress and financial reports.
3) Time needs to be taken by the project administration, apart from the monthly meetings, to inform any new members of the present status and focus of the Council.

4) There is a need for the project administration to determine the structure of power interaction within the community and to develop representation from key interest groups rather than from key personalities. While there will be fluctuation of influence within the Council, there will still be a more stable foundation from which to work. If the community as a whole can be seen and represented by the Council, there will be a greater chance of changing the structure of the present system and of bringing together those resources necessary to meet the needs of the local people. Thus, a pressure group will be created, one which is needed within the community for the supportive services, and which will enhance and complement the agencies of the community.

5) Once Dr. Koponen's surveys have been completed, the community power structure has been determined, and some task force work completed; a public workshop needs to be held to present the Council as a viable institution. Those holding key positions in the community should be personally invited by the project administrator. The workshop should have wide publicity using all local media. The use of the new Borough Library to hold the workshop would give tangibility to the Council.

6) If Fairbanks is truly in the transitional period to which all indicators point, the Council on Education and Work can be a steadying influence by providing the needed input and support the community needs at this time. It must be a truly representative body. The need is to not allow all the old "pit falls" to side track the Council. Phrases such as: no one stays long enough to do anything; this is just another one of those government projects; it takes years to change anything; produce the defeatist attitude which we are combating. The larger the Council's scope and understanding of what is possible, the greater will be the chances of its having the desired effects on the community at large.

References: Boundless Resource by Willard Wirtz, published by The New Republic Book Company, Inc., Washington, D.C., 1975

Original Grant Proposal submitted to AACJC

Related materials generated from Fairbanks Council on Education and Work

FINAL REPORT FOR FIRST FUNDING PERIOD OF NORTH-WEST VERMONT COMMUNITY EDUCATION-WORK COUNCIL, March 1977 - October 15, 1977

Submitted to:

Jim Mahoney
American Association of Community and
Junior Colleges
Washington, D.C.

Submitted by:

Michele Ferland, Project Director
Community College of Vermont
P.O. Box 321
St. Albans, Vermont 05478

October 25, 1977

I. CHRONOLOGY OF MAJOR EVENTS:

Subcontract award:

Administrators employment:

Pixley Hill -- March 15, 1977. On July 25, 1977, Pixley converted to working 4/5 time, with 1/2 of this time designated for council work.

Michele Ferland -- September 1, 1977. New Project Director.

Employment of other staff:

Peggy Williams -- March 15, 1977.
Fran Patry -- August 1, 1977.
Ginger Reed -- July 1, 1977.
Susan Smallwood -- May 31, 1977
Suzy Campbell -- May 31, 1977.
Rosemary Longe -- May 23, 1977.
Bonnie Adams -- (replaced Rosemary Longe) August 22, 1977.

Project related travel outside of state:

March 20 - 23, 1977 -- Pixley Hill to Chicago. "Help Wanted: Higher Education and the World of Work."

April 4 - 6, 1977 -- Pixley Hill to Columbia, Maryland. Work-Education Consortium.

April 27, 1977 -- Peggy Williams, Susan Smallwood and Ginger Reed to Dartmouth College, Hanover, N.H. "Learning Areas Beyond the Campus."

Council Meetings:

May 12, 1977: St. Albans Town Central School. Steering Committee Meeting for the establishment of the Community Education-Work Council.

June 2, 1977: Kerbs Memorial Hospital. Community Education-Work Council.

June 20, 1977: The Tyler Place. Second Community Education-Work Council meeting.

July 8, 1977: Planning Committee meeting.

July 19, 1977: Career Information and Resources Subcommittee meeting.

July 25, 1977: Economic and People Development Task Force.

September 9, 1977: Planning meeting for Rotary luncheons.

October 5, 1977: Planning meeting, purpose to give new director chance to review council objectives with council as a group.

II. MILESTONE CHART:

A. NARRATIVE REVIEW OF EACH OBJECTIVE/ACTIVITY IN TERMS OF CURRENT STATUS.

Goals of the Project:

--- Build a Community Education - Work Council.

The primary goal of the project has been to form a council made up of community leaders representing various elements of the community. Almost all significant segments are actively represented, but new memberships will be encouraged, especially in the areas of labor and youth. The more obvious community leaders, i.e., those with titles, are not necessarily those most interested in change. We therefore hope to expand the membership to include more members of the community who are not tied to any particular special interest. In a small area, these people often have a great deal of influence through persuasion.

--- Facilitate the development of the Council so that it becomes the local organization that addresses the needs of the community as they relate to youth.

Numerous council meetings have been held where the discussion has been directed toward exactly what the council can do to have an impact on the community. A great deal of effort has gone into understanding the ultimate role of the council. The Education-Work Council concept may not be so new to the Federal Government, but to rural N. W. Vermont, the idea was only first discussed during the Spring of this year. This area knows Regional Planning Commissions, School Boards, and P.T.A.'s but even these groups, as institutionalized as they are, do not touch whole areas of issues related to youth problems.

In October, it became clear to the project director (new as of September 1) that some of the council members might inhibit rather than encourage creative change in the community. As a result, she chose to work mainly with five council members, all of whom had made a strong commitment to participate actively in the Council. These five included a lawyer, a banker, a plant manager, and two educators (one in high school and the other with Adult Basic Education). It was decided that for the initial stages of the Council, a large group was much too unwieldy and diverse in thought to accomplish much.

--- Become well versed in work and education issues.

A good deal of the success of this Project, at least in its early stages, hinges on the ability of the staff to provide relevant information to the council members. The active and interested council members are familiar with the community and have strong beliefs about generally where improvements should occur, but they need very specific information before action can be initiated. To know, for example, that there is money available for Title VI, CETA Special Projects, is not enough. Time consuming research must be done to find out how the money can be obtained, which Franklin County Group might be the most appropriate sponsor of a project, what guidelines must be adhered to, etc. The council members are more than happy to write letters of support, talk with local groups to encourage them to sponsor a project, and even do research into what the community needs and why, but during this early phase of the council development, the nitty gritty fact finding must come from the paid staff.

The areas which have received the most attention so far are the following:

1. Career Education:

A comprehensive survey is being put together by the chairperson and the project director, which will seek to discover exactly how much career planning occurs in the local schools. There is a great deal of misunderstanding surrounding the term "career education" and much energy has been put into developing plans which are not threatening to the schools. Within the council membership itself exists a diversity of definitions of the term and there is a celar reluctance on the part of some educators to admit that the schools could or should be doing anything more than they already are to prepare kids for work.

Preliminary plans have been made to sponsor a conference at Johnson State College. The major theme will be business and education with educators, business people and economic developers - planners attending. Before career development is to occur in the schools, people must get excited about the idea. Discussion must be stimulated and representatives from all involved segments must actively participate in the foundation building.

The Department of Education recently received a CETA contract to place 50 Career Education para-professionals in the State's schools. One such person is at BFA High School in St. Albans. The Project Director met with her, provided her with some interesting Career Education literature and steps will soon be planned to start a survey of businesses in the area. The Director of Vocational Guidance, also a council member, has expressed a strong interest in having the para-professional work closely with the Council, especially in the area of the business survey.

The Project Director has met twice with a Career Education specialist from Burlington, with the intention of gaining more knowledge about Career Education activities. These meetings have enabled the Director to explain more clearly the difference between Career Education in its broadest sense, and traditional vocational programs which train students in a very specific skill.

2. CETA Programs:

As a member of the CETA Northwest Regional Advisory Council, the project director has had the opportunity to meet and talk with some of the local CETA staff and many of the Prime Sponsor staff in Montpelier. (Vermont has only one Prime Sponsor.) Vermont CETO (Comprehensive Employment Training Office) is expanding at a rate which Vermont is not fully able to handle. Two years ago, the State received about Seven Million Dollars for CETA activities. The amount is now approximately twenty million dollars. Champlain Valley Work and Training, one of about seven major contractors, is the third single largest employer in the State of Vermont. Indications are that more and more money will pour into the State in amounts that far exceed anything Vermont is accustomed to.

The project staff has brought information about CETA to the attention of a few council members. It was decided that the Council could play a role in attracting and facilitating the movement of CETA monies into the Northwestern part of the State. The local OEO office, Adult Basic Education, and the Franklin - Grand Isle Mental Health Service, have all expressed interest in applying for these CETA monies. The Project Director has requested applications from CETO and will be acting as a liaison between CETO and the applicant groups.

Vermont CETO has a number of advisory councils which review CETA proposals and also provide information to the CETO office on community needs. There are four Regional Advisory Councils, a State Council, an Executive Council and a Youth Council. These groups meet fairly often, ranging from twice per month to once every two months. CETO staff are assigned to each council for technical information. It is the opinion of the Education Work Council Project Director that these councils do not have the energy nor the knowledge to really give significant advice in the choosing of CETA projects. This is seen as a common problem with councils which are attached to a specific group and are primarily advisory in nature. These Councils are fairly new, however, and more time is needed to assess their effectiveness.

The Project Director has received information from Washington which indicates some possibility of the future use of Education - Work Councils as advisory councils for YEDPA monies. She is pursuing the meaning of this on the Federal level and is in the process of assessing the practicality on a local level. The Vermont CETO office may view this as an intrusion as the CETO Director has already put so much energy into her advisory councils.

---- Communication

Although in a small community, people brush shoulders more frequently then they might in a city, very little actual collaboration occurs. Before any collaboration can even be hoped for, a forum for communication must exist. Numerous Council members, particularly the educators, have remarked repeatedly as to how significant it was for them to talk with business people in such a casual setting. Hence, the council meetings themselves were important events for a number of participants.

One of the most significant efforts carried out so far by the Council was a series of three presentations made at Rotary Luncheons. Rotary represents a significant portion of the business leaders in the greater St. Albans area.

The first Luncheon was mostly informational with the plant manager of H. P. Hood & Sons, a lead council member, giving an overview of the formation of the Council idea. The new Project Director then pointed out a number of the youth problems in the area, and elaborated a bit on how the Council was planning to have some impact on these problems.

The second luncheon consisted of a panel of youths who shared with the gentlemen the difficulties of finding a job in Franklin County. Some very provocative statements were made by the panel members; one youth in particular pointed out how the types of businesses being asked to locate in the area were exploitive, low-paying and provided no future for young people. In the audience were a couple of gentlemen actively involved in the recruitment of businesses for an Industrial Park in St. Albans. Despite a few uncomfortable coughs, the point became clear to many that there were obvious misunderstandings between the Town and its youth. An interest in bridging this gap was expressed.

The third luncheon took place at the BFA Vocational Center in St. Albans. A delicious lunch was served by the Culinery Arts students. The Vocational and Co-Op directors made presentations, and succeeded in recruiting three businesses for co-op students. The lunch was such a success that plans are now being made to open the cafeteria up to the community at least one day a week.

--- Making Work and education related materials available

Information about youth transition problems and assistance in solving them will be shared with the community through a community resource directory. This directory is constantly in the process of being compiled as the council members and staff absorb new information.

The Council will also begin to publish a newsletter which in the opinion of the Director could be the single most important contribution which the Council will be able to make. The need for easy access to information about local, State and Federal programs, is especially strong in Northwestern Vermont, where very little exists in the way of publications which address the problems which youth encounter. Contacts for new information are constantly being made both locally, statewide, and on a Federal level, thanks to the out-of-state traveling which the Project Director and chair person have been able to do.

--- Develop a needs assessment of the labor and skill requirements of local business and industry

Although a labor needs assessment exists, the Council feels that for the information to be of more use to the schools, it must be more comprehensive.

--- Assess the problems of the area

Each council member brings with him or her special experience and insights into the problems of youth transition, and the Council has provided a forum where these ideas are shared. Inevitably, however, there are different opinions within the group. Hence, a survey will be conducted which will be used to document where the true problems lie. The Council has concluded that a traditional mailout will not yield answers of real substance. As a result, a much more comprehensive and time consuming method is being developed whereby individual project staff and council members do personal interviews with business people, educators, social workers, CETA staff and youth.

--- Monitor State and Federal monies

Although the Council does not want to take on the appearance of being a watch dog, it can clearly assist local institutions in keeping up on what might be available to them in terms of money or materials. A recent no-vote in one part of Franklin County, on one almost entirely Federally funded Vocational Center leads one to ask if all of the members of the community are in on the decision-making process.

Encouraging full use of CETA funds is an important area in which the Council can become involved.

Recent conversations with the State Career Education Director point out that the Northwestern part of Vermont is behind other parts of the State in seeking career education money.

--- Promote economic development

Initial dialogue among council members showed strong interest in working on projects which would do the following in the area of economic development.

1. Assess the feasibility of developing training programs as incentives to new industries locating in this area.

2. Encourage further locally initiated economic development such as small business, marketing cooperatives, cottage industries, etc.

3. Host a Rural Economic Opportunities Conference for the purpose of providing a forum for local people to express their desires in the area of economic development, and also to increase the visibility of the area through news media publicity.

An Economic Development Task Force meeting was held on July 25, 1977, to discuss these goals. Although the idea of a Rural Economic Opportunities Conference was discussed enthusiastically, the question lingered as to the appropriateness of the Council getting into economic development. The Target Area Action Program and the Regional Planning and Development Commission are both involved in planning for and encouraging the location of businesses in the area. There appears to be, however, not enough being done to promote the start up of local businesses, nor does there appear to be enough public input in terms of what the nature of each town should be now and in the future.

In short, the status of the Council's role in the area of economic development is in limbo. The Council must fully assess where real gaps exist so as to avoid duplication of effort.

--- Encourage and assist collaboration between business and education

Where the survey of businesses is complete, the Council, through its education members, will set up a community based guidance counseling system, where students can go to actual practitioners of different trades, as a part of their career exploration. Encouragement and assistance will be provided to the schools to develop more on-the-job work experiences for students.

B. DESCRIPTION OF ANY DISCREPANCIES BETWEEN ORIGINAL PLANS AND ACTUAL PERFORMANCE FOR EACH OBJECTIVE/ACTIVITY.

--- Economic Development

The status of a Rural Economic Opportunities Conference is still a bit unclear. The original plans were to have one within this first funding period, but it was decided that having it so soon would be unrealistic, as well as inappropriate. As was mentioned before, the Council is still assessing its role as its relates to economic development.

C. DESCRIPTION OF IMPORTANT CHANGES MADE IN THE OBJECTIVE/ ACTIVITIES, ARRAY WITH EXPLANATION FOR EACH.

--- Relationship of Council to Community College of Vermont

From the very beginning, President Peter Smith sought to integrate the project with CCV's regular activities, feeling that the general goals of the College as they relate to the community, were the same as the specific goals of the Council. In the introduction to the contract proposal, Peter wrote:

"This proposal, in response to contract No. 99-7-784-42-09 with the US-DOL, encompasses the following points and commitments:

The college will incorporate the Education Work

Council concept into its ongoing N.W. Vermont program during the contract period."

Section 6, entitled: "College Commitment", further states: "because the Community Education Work Council will become part of CCV's core program, the College can make the following commitments:

1. The Community Education Work Council will receive ongoing professional support from the Learning Support Division of CCV's central administration. The Community Education Work Council activities will be integrated into the divisions's annual plan and treated as a regular college program.

2. The existing Northwestern Regional Site Program of CCV will be built around the Community Education Work Council to insure its integration into the broad program.

3. The College budget will cover most of the operations costs generated by the Community Education Work Council.

The future we anticipate for this project is its complete integration with the current program in N.W. Vermont. Too often an 'innovation' is fostered outside of the regular activities of an institution and subsequently suffers financially as well as programmatic strain because of its separate nature."

Combined with the original understanding that the councils would focus on the school to work transition of all ages as opposed to youth specifically, was Community College's misinterpretation of D.O.L.'s desire to have the Council as autonomous as possible. AACJC made very clear the change to a youth emphasis very early on in the Project, but the issue of the projects' integration versus autonomy was not fully understood until the second Project Director was hired in September.

A number of steps have been taken to insure the Council's autonomy from the College. The College's site director's salary has been taken out of the Council budget and beginning in the middle of January, the Project Director will have a part-time secretary assigned exclusively to her. Although the Project is now a function apart from the College, most of the staff, excluding the Director, work part time for the College and part time for the Council. This has caused some difficulties but it is hoped these will be ironed out in the new year.

--- Structure of the Council

The original plans included the creation of three separate councils, located in Franklin, Grand Isle and Lamoille

Counties. Plans have changed so that one large network of council members will exist, with the central office in St. Albans. Council staff, working part time for the project and part time for the College, are located in the outlying areas of Grand Isle, Enosburg Falls and Johnson.

III. MAJOR ACHIEVEMENTS:

The bringing together of individuals from diverse segments of the community, with an eye toward communication and collaboration is indeed a major achievement in N.W. Vermont. The willingness on the part of each individual to put energy into a project which covers an area outside of their daily interests, shows a recognition that the complexity of the youth transition problem is such that traditional solutions simply will not work.

The acceptance of the Council as a viable group is an important factor in the Council's future ability to be successful in its goals. Even at this early stage when no formal stationery is in use (it will be available very soon) and meetings are held in a variety of places, the core of the group is developing a sense of its belonging. An initial barrier was the question of what really is the role of the Council, and more specifically, each council member? At first, everyone was content to gather together and share problems that were occurring in their own work with youth. Then, as ideas developed as to what the Council could do for solutions, no one really knew how these tasks would be carried out. On the one hand, the members were to decide their own direction, and, on the other, they were waiting around for the project staff to tell them what to do.

A clear understanding of the difference between the role of the Council and that of the project staff is vital. New leadership from the newly elected chair person is solving this dilemma and it is hoped that the Council will become strong enough eventually to break away from the College altogether.

The success of the Rotary meetings was very significant in showing the types of activities that the Council can host without duplicating the efforts of any other group. The dialogue which occurred at these meetings was symbolic of new relationships which are being developed between business people and educators in the area.

IV. THE COUNCIL:

A. DESCRIPTION OF METHODS USED TO IDENTIFY POTENTIAL MEMBERS AND TO FORM COUNCIL.

The original Director, Pixley Hill, was in a perfect position

CURRENT COUNCIL MEMBERSHIP LIST

October, 1977

Ron Anderson -- Guidance, Missisquoi Union
John Barker -- Supt., Franklin West Supervisory Union
Stan Beauregard -- Postmaster, St. Albans
Al Cory -- BFA Coop Program
Pierre Donnet -- Director, Target Area Action Program
George Duprat -- Employment Service Division
Jack Eldridge -- Guidance, Missisquoi Valley Union High
Pat Elmer -- Champlain Valley Work and Training
Frank Emanuel -- The Tyler Place
Forest Farnum -- Supt., Franklin Northeast Supervisory Union
Jean Flack -- Adult Basic Education
Bob Gillis -- Executive Vice-President, Franklin-Lamoille Bank
Don Goff -- Champlain Valley OEO
Russ Greene -- Franklin-Grand Isle Regional Planning and Development Commission
Catherine Hutchinson -- Director, Guidance BFA Fairfax
Norman Leduc -- Vt. Precision Tools
Meritt Lovelette -- Fonda Container Corp.
Charles Meade -- Fonda Container Corp.
Mr. and Mrs. Larry McLaughlin -- Franklin County Milk Coordinating Committee
Ed Menkens -- Director, Vocational Guidance BFA
Anna Neville -- District Director, Social Services Division, Dept. of Social Welfare
Al Persico -- Vocational Director, BFA
Art Renaud -- Employment Service Division
John Robb -- Supt., Franklin-Northwest Supervisory Union
Sargent Souza -- US Air Force
Dr. Gould Susslin -- Dentist
Bob Tatro -- Director, Champlain Valley Work and Training CETA
Walter Towslee -- Union Carbide Corp.
George Walgrove -- Plant manager, HP Hood, Inc.
Bruce Webb -- Farmer
Peggy Williams -- NW Site Director, Community College of Vt.
Paul Menkens -- Youth

CURRENT COUNCIL MEMBERSHIP

	Numbers	Percentage
Manufacturing*	5	15.2
Public Service*	9	27.3
Education	11	33.3
Organized Labor	0	0
Business*	6	18.2
Associations	0	0
Parents	0	0
Media	0	0
Youth	1	3
Others (identify) Military	1	3
Totals:	33	100

*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

as a life-long resident of the community, to develop an Education - Work Council. Pixley's contacts were wide-ranging due to her participation in the family business, "The Tyler Place," and also because of her two school age children. Pixley was able to get on the phone and then go talk with individuals whom she felt would be receptive and supportive of the idea. She kept in mind the need for representation from diverse elements of the community.

In retrospect, however, the new Director (hired September 1) and the Council chair person feel that the Council membership cannot consist only of the heads of departments, owners of businesses, and directors of programs. Some of these people have already been in ideal positions to effect change, and they did not do so. Those who are most inclined to spark the energy of these official movers are community members with an interest in youth which goes beyond their particular job commitments.

An effort is being made, therefore, to expand the membership. The chair person will solicit this new membership, carrying with her the understanding that this Council is unique and its members must contribute a good deal of creative energy.

B. MEETING DATES:

1. Full Council Meetings

Full Council - June 2, 1977

a. Substance of the meeting:

This group originally called itself the Executive Committee but decided at this meeting to become the Full Council. Reviewed was the purpose of the group and reiterated were the problems that businesses encounter with youth. The following ideas were discussed:

-- Initiation or promotion of summer employment for youth.
-- Establishment of a central career area to be open during the summer months at BFA to list summer jobs for youth. This would also help youth assess their interests, skills, abilities and career goals.
-- Integration of existing summer youth projects.
-- Completion of an information sheet described the different businesses in the area. Also a list of the community services available.
-- Seminars in High Schools with business people.
-- General collaboration between businesses and schools.
-- More public relations for the Council.

b. Decisions reached:

It was decided that Pixley would look into the feasibility of a summer job center for youth, asking such questions as: (1) how many people are looking for summer work? (2) is collaboration possible between BFA, Vermont Job Service, Franklin-Grand Isle Mental Health Services, Rent-A-Kid Program, and Champlain Valley Work and Training's CETA program?

c. Resulting activities:

It was found that Vermont Job Service would not/could not allow one of their counselors to work outside of the VJS office building.

Although no specific activities have occurred yet as a result of this particular meeting, the ideas shared at the meeting are the cornerstones for activities now in progress or being planned.

Full Council - June 20, 1977

a. Substance of the meeting:

At this meeting, the objectives of the Council which are listed in Section II of this report were agreed upon. Much stimulating and productive discussion took place.

b. Decision reached:

A consensus on the objectives of the Council was reached.

c. Resulting activities:

A follow-up Council meeting was planned.

2. Steering Committee - May 12, 1977

a. Substance of the meeting:

At this meeting there was a discussion as to the role of the Council as initiator of dialogue in the community. Discussed were the problems which youth encounter in their search for work.

b. Decisions reached.

It was decided that the Council would be more a set of relationships rather than a group with frequent meetings, in other words, a community network of interested individuals, businesses, agencies, etc.

c. Resulting activities:

Next meeting planned.

Steering Committee - July 8, 1977

a. Substance of the meeting:

The focus in this meeting was on communications, career information and resources and economic development.

b. Decisions reached:

It was decided that there was a need for smaller groups to focus on more specific problems.

c. Resulting activities

Three Rotary meetings were planned. The purpose being able to expand council membership, share the Council concept with the business community, promote an exchange of ideas between business people and educators and give youth a forum for airing their complaints about the system.

Two task forces were initiated. They are:

1. Career Information and Resources
2. Economic Development

The summer job placement program was tabled until the coming year.

Planning Meeting to orient new director - October 5, 1977.

See attached letter sent to council members for substance of the meeting, decisions reached, and resulting activities.

3. Task Groups

July 19, 1977 - Career Information and Resources Meeting.

a. Substance of the Meeting:

Discussion of community needs.

b. Decisions reached:

1. Assessment of what community organizations (Private and Public) are doing to alleviate youth school-to-work problems.

2. List and describe these community resources.

3. Create a directory on local employment and career opportunities, with particular emphasis on entry level jobs, available training and promotion possibilities.

4. The establishment of a personalized, locally oriented survey and questionnaire to get the information needed for the above objectives.

c. Resulting Activities:

1. A list of community organizations has been compiled.

2. Surveys and questionnaires will be put together and sent no later than November 30, 1977. These questionnaires will provide the Council with the necessary data to develop more objective, strategies for change, compile information for distribution regarding services available, businesses, jobs, etc.

Task Force on Economic and People Development - July 25, 1977

a. Substance of the Meeting:

Discussion of the problem of the poor self-image which the community has and how this scares business away.

b. Decisions reached:

1. The council should sponsor a Rural Economic Opportunities Conference.

2. A brochure should be created to describe the Council to others.

c. Resulting Activities:

1. The conference is still in the planning stages.

2. A flier has been put together and will be used as a temporary brochure.

C. DESCRIBE THE ORGANIZATIONAL STRUCTURE OF THE COUNCIL.

The chairperson is the only needed council official at this time. Ms. Jean Flack holds that position as of October 5, 1977, replacing the previous chairperson who is leaving the area to seek a new job. The project staff takes notes at all meetings.

At present, a local banker is chairperson of the Economic Development Task Force and an educator is chairperson of the Career Information and Resources Task Force.

D. DESCRIBE THE EXTENT TO WHICH COLLABORATION HAS BEEN ACHIEVED:

The initial stages of collaboration might be more accurately described as cooperation. Having planted the seeds of collaboration only a very few months ago, we are very encouraged by the growth which has taken place. The following are some examples of the types of cooperation that we are seeing, setting the stage for major collaborative efforts.

The establishment and recognition of the Council as a viable group in the community is a major collaborative effort in itself. There is no doubt in the minds of the present council members of the uniqueness of the Council in theory, as well as practice. The Director of the High School Vocational Department has commented on numerous occasions that there is no other way that he has seen for him to be able to sit in a room and chat about problems of the young with a banker, a lawyer, etc. The list of those who have come together includes most of the major figures in this community and the only ones who had come together previously were those who happened to socialize together. Even the head of the Vocational Center Co-Op program did not have contact with all the local businesses as shown when three new businesses offered their services to his program as a result of the third Rotary meeting. These were not new businesses in the sense that they had not previously existed, rather they were new in terms of their relationship to the co-op program.

After a couple of meetings of discussing collaboration and cooperation, the director of the local CETA office approached the High School Vocational Director about using the Vocational Center facilities for his CETA participants. Plans for bringing this about are in progress.

The Vocational Director has expressed an interest in having the council members on his Vocational Center Advisory Board.

The learning support staff of Community College has been calling upon council members to act as review committee members for awarding CCV degrees. This is active participation on the part of the community members in the educational process.

E. DESCRIBE ANY INSTITUTIONAL CHANGES WHICH HAVE OCCURRED AS THE RESULT OF THE COUNCIL'S WORK OR INFLUENCE.

At this stage, it would be unrealistic to expect that major institutional changes would have occurred. Collaborative efforts which are bringing CETA and the schools together are the institutional changes most likely to occur in the near future. Also, expected to begin before the first of the year, is the use of community members as guidance people for high school students. This program will start on a small scale basis with one or two teachers, but will develop eventually into a regular school activitiy for vocational, as well as college bound students.

F. LIST THE PRIORITIZED OBJECTIVES OF THE COUNCIL AND IDENTIFY THE LOCAL PROBLEMS WHICH MAKE THESE OBJECTIVES SIGNIFICANT.

1. Establishment and development of an autonomous Education-Work Council which is made up of representatives of all segments of the community.

The Northwest knows no single group which focuses on all the factors influencing the move of youth from school to work. Because no forum for discussion has existed, different groups; i.e., business, education, youth, etc., have rarely come together.

2. Communication

With the availability of public transportation in N.W. Vermont next to non-existent, travel between even neighboring towns is limited. Travel is further restricted by long cold winters with poor driving conditions, and the high cost of gasoline, cars, car insurance, etc. The use of the telephone for other than local calls is considered a luxury and a tightly restricted item in school and social agency budgets. The cost of a long-distance phone call during the day to Montpelier is often more than a call for the same amount of time to California in the evening hours. These physical restrictions have an enormous impact on communications on all levels.

Many Vermonters resist change, feeling that things have been the same for ages and they can go right on that way. Unfortunately, what they fail to see is that things are not the same any more. Influences from the rest of the country and the world have had much more impact than many people yet realize.

Due to budget limitations, different groups rarely have a chance to get together. This Council hopes to sponsor many workshops, conferences, luncheons, etc., which will act to raise issues, initiate discussions and stimulate local leadership and positive change.

3. Data Collection and needs assessment through the use of surveys and questionnaires. Distribution of this information for use by schools, businesses, training programs, and social agencies.

There is wide disagreement as to what the major problems are in this area. Before solutions can even be discussed, there must be some documentation of need.

4. Implementation of more career development activities for young people in and out of school.

A major complaint of our area businesses that we have heard so far is that the young people who look for work have little or no idea of how to conduct an interview well, nor do they know what they want to do, what they are good at doing or what the business has to offer. Most people express concern that the family is not performing its part in preparing the child for work, but agree that the school is where many needs must be met, at least to a certain extent. The schools in this area have little and, in some cases, no career education beyond the traditional vocational and co-op programs. There are two towns in Franklin County with no vocational center at all. Richford recently voted not to build one despite the availability of almost 100% Federal funding.

Many young people drop out of school early. Some guidance counselors and teachers assert that these students can return to the school for certain services. The fact is, it is highly unlikely that a student who has dropped out of school will want to return for any reason. The school has failed him or her already and they are not apt to forgive easily. Hence, there is a great need for comprehensive career information and guidance to be provided for these students. The Vermont Job Service is looked upon in this area by some as no more than a computerized job-to-people matching agency.

According to the director of Career Ed. for the State, there are far fewer career ed. programs in the N.W. than in other areas of the State. As was mentioned before, the Career Ed. Department and the State Board of Education have attempted to change this and we will all be collaborating in this effort.

5. Collaboration between business and education.

The business community is responding enthusiastically to the idea of becoming more involved in the educational process, yet they are not educators and, therefore, feel unable to take initiative on their own. Many educators are still too tied into traditional methods and see the school building as the place for learning and the paid job after school as strictly work, with no connection between the two.

Certain barriers exist, both real and imagined. These include, but are certainly not limited to:

a. Questions of employer liability in work experience situations. I have researched this question and discovered that the cost of workman's compensation in many cases would be as low as .0018% of the total gross salary.

b. Unfamiliarity with the business world on the part of teachers and guidance people.

c. Lack of programming to even consider giving work experience to a college bound student.

d. Problems of transportation.

6. Insure that the N.W. accepts and receives its fair share of Federal and State monies for the schools, CETA and other training programs, etc.

Many rural areas simply do not have the time, or in some cases, the inclination to scout around for new and innovative monies. This type of work requires both State and out of state travel, research, and the making of many contacts.

7. Economic development, especially in the area of providing the means for the community as a whole enunciate what type of development should occur.

Vermont's entire economy has undergone dramatic changes in the past half century, and in some ways, Vermont is always one step behind keeping up with these changes.

The flood of 1927 took out a major portion of the tracks between Burlington and Montpelier. As a result, Central Vermont Railroad was forced to sell out to Canadian National. Although Canadian National repaired the tracks, they gradually transferred the major part of their operations to Quebec, reducing drastically the number of railroad jobs for Vermonters. Central Vermont's office, still in St. Albans, now employs a mere fraction of the number it did before the flood.

Another major loss for the St. Albans area was when the Wirthmore Feed Co. (owned by Corn Products Co.) went under in 1967. With its grain elevator and railing in of feed from the west, they had employed up to 200 people, a very significant number for the size of the area.

Yet another factor has contributed to the economic decline and high unemployment in N. W. Vermont. Since 1963, the number of farms has reduced from 1400 to 625, a decrease which has left both fields and hands idle.

In the past, people who worked for the railroad came from families who also worked for the railroad. This was also true for those working in the grain elevator or on the farms. When all of a sudden they are left without work, they are left without knowing what to do with themselves.

The unemployment rate in the St. Albans area is consistently higher than all other areas of the State.

8. Establish a community resource directory for career information and counseling (including personal and job counseling). Make available to all young people in the community, in school and out. Also, make available to those who serve youth.

This is not necessarilythe projects' last priority, and, in fact, is always in the making with every new contact. We hope to document the need for this directory better with the surveys, but we are already convinced that most people simply don't know what's available to them in the community.

G. LIST THE TENTATIVE PLANS/PROGRAMS FOR THE SECOND YEAR FUNDING PERIOD.

This list includes activities from the beginning of December to the end of the funding period.

1. Major conference focusing on work and education issues.

2. Creation of a complete community resource directory for youth, especially to assist in making educational, housing, personal and career decisions.

3. Rural economic opportunities conference, planned and sponsored in collaboration with other groups working on economic development.

4. Assistance to the school in implementing work experience and career education projects and programs.

5. Continued work on all of the objectives stated.

6. Possible incorporation of council with close attention paid to continued funding of project or similar project.

VI. PROBLEMS EXPERIENCED THROUGHOUT THE PROGRAM:

1. A typical problem in any program is that of losing one staff member, hiring another and insuring a smooth transition in the process. Pixley Hill was hired on March 15, 1977 and moved to a two-day per week position with the project July 25, 1977. Michele Ferland was not hired as the new Director until September 1, 1977 and immediately ran into college registration and very little guidance for the first couple of weeks.

2. As I have written earlier in this report, there was some confusion between Peter Smith and AACJC regarding the relationship between the project and the college. Peter sought to integrate the project with the regular college activities, and Jim Mahoney let it be known through the new Project Director that the college was to act only as a catalyst for the project and that all operations should remain separate. The principle solution to this problem lies with the stance of autonomy taken on by the new director.

Action has also been taken to clarify lines of responsibility and authority within the college as they relate to the project. Although Peter Smith was one person who applied for the contract, Ken Hood was very much involved in the planning once the director was hired. Peggy Williams, as site director, worked closely with Pixley Hill, the project director, and the various staff members were included in discussion sessions. It is very likely that too many people were involved and confusion resulted. However, the concept of an Education-Work Council, sponsored by Community College of Vermont was so new that ideas had to be exchanged.

3. On October 5, 1977, Jean Flack was designated as the new chairperson, filling the void from the loss of the first chairperson. Ms. Flack's appointment was and is especially important because of her clear insights into how the Council members and not the project staff must support the Council.

4. The lack of adequate office space and proficient typing assistance has been a major problem. Happily, new office space will be available December 20, 1977 and the Project Director will have a desk of her own. A new part time secretary, working almost exclusively for the Project Director will be hired in late December.

5. Finding creative and energetic leaders in the community who have time to devote to the Council is a major undertaking that requires a great deal of time. The formula for gathering all of the "title leaders" of the community resulted in the formation of a group with some members who felt they were there only because their job title designated them as the appropriate members. A few of these individuals had no desire to attend the meetings and brought cynicism and apathy when they came. These were usually the same individuals who felt threatened by the Council, feeling that it was budding into affairs which were none of its business.

VII. RECOMMENDATIONS FOR:

A. IMPROVING AACJC ASSISTANCE

The Project staff has been extremly pleased with the relationship which exists between the Project and AACJC. Jim Mahoney is always available for questions and has sent to Vermont some very valuable literature. When the new director was hired, she received the extra amount of attention needed to become oriented. Jim's organized yet comfortable and casual style makes it easy to communicate from a long distance.

It is hoped that more specific assistance will be given when planning for future funding from a source or sources other than DOL and AACJC.

B. IMPROVING DOL ASSISTANCE

The Project Director greatly appreciates the attention she has received from Lindsay Campbell. Lindsay's style promotes cooperation and communication and helps break down the image (or reality) of the federal government calling all the shots.

It is hoped that through occasional visits to Washington more contact will be established with the various segments of DOL which administer youth programs. A better understanding of CETA and YEDPA plans is especially desired.

C. Improving NMI and NAB Relationships

With the encouragement of DOL and AACJC, the present project director was able to attend two conferences sponsored by NMI, one in Portland, Oregon and the other in Alma, Michigan. These have both been invaluable opportunities to get better insights into the workings of the other councils in the country. Although time is barely found to read all of the material which AACJC sends to Vermont, the staff looks forward to receiving as much information as possible which shares the experiences of NMI and NAB sponsored councils.

D. Refining the original program concept

Vermont's understanding of the CEWC concept involves bringing together all or many of the prominent leaders of the community as well as the heads of programs and departments which are targets for collaboration. The present opinion of the project staff and the two council members from whom they are receiving most guidance at this time is that these most prominent members will not necessarily be the most effective, at least in the early stages of the council. The real workers must be found or else the project staff will find itself doing all of the work. Prominent community leaders and directors of programs have had opportunities in the past to bring about creative change, but little has resulted. It would be unrealistic to expect that the formation of an Education-Work Council would change this immediately. The initial council members must be people who have been looking for a vehicle for change, people who are not too closely attached to any special interest and people who know how to turn a general philosophy of work and education collaboration into concrete,specific plans.

In areas where high unemployment and poverty are widespread, the council must encourage active participation from low income people. The dynamics of bringing together into a working group representatives of all socio-economic classes are far from simple, but the need is most evident in NW Vermont. There is clearly a lack of understanding and sometimes sympathy on the part of some council members for the plight of those less fortunate. Unless an understanding is brought about, the council will fail in the attainment of many of its goals. The project staff is begining to identify key community members who are talented in acting as effective liaisons between some less articulate persons and the more educated community leaders.

Representation must also come from those who fall in the middle. These are the people who are not eligible for CETA, food stamps and welfare, but still cannot pay all their bills. This group is often unaware of the opportunities which might exist or is too timid to take advantage of them.

The CEWC concept assumes that within one year or less, communities will form independent councils which will have an impact on the education and employment situation of young people. The seed money comes from DOL with the expectation that funds for continuation of the program will be found from other sources. It appears that the brevity of the monetary support from DOL will in effect cause many councils to become program operators in order to survive. The development of a truly community based, fully locally supported Education-Work Council would take a number of years. Once councils begin to provide a needed service themselves, instead of encouraging an already existing group to provide the service, the entire original concept of the council's function, in its strict interpretation, is lost.

Continuity must be assured, federal support which calls on the time and energies of community volunteers and then pulls out, is potentially counterproductive. A large investment is being made in Vermont and some assurance must exist that the energy was expended for more than the mere purpose of providing helpful information to the federal government on how to run a CEWC.

E. Improving Council Performance

The council performance has greatly improved with the addition of an active chairperson. She has recently fully comprehended the need for the council members themselves to do a great deal of the work. Previously it was expected that the project staff would do much of the work. Initially, this may be necessary but if the council is to be more than an advisory board to the project staff, then it must do the bulk of the planning and actual work.

F. Improving Personnel Performance

Vermont's Education-Work Council would receive more staff attention and time would be more productively spent if all of the project staff worked full time for the project and did not split their time with the college as they presently do. Action is being taken to make the very best of the set-up and ultimately the results will most likely be acceptable. This will occur, however, only after a great deal of energy is invested.

G. Improving Evaluation Consultancy

Outside evaluators are only helpful when they are individuals with insights and real abilities to observe impartially. As these people are rare, self-evaluations and observations made by AACJC and DOL should be most efficient.

H. Improving AACJC Subcontract Requirements

There are no recommendations in this area at this point.

VIII. Describe the Community's Response to the Council and/or the Concept

So far, almost all of those who have been contacted in one way or another regarding the council, feel there has been tremendous need for such a group for a long time. There are, however, a few individuals from CETA and the schools who appear threatened by the council, more in concept than in what the council actually plans to do.

IX. Personal Observations

Much of that which I have recorded in this report is to one extent or another a product of my personal observation. Worthy of reiteration, however, is my belief that no set package can be neatly wrapped up by DOL and sent out to communities across the county. Basic to the council's success is the need for a free rein to develop as the community feels is appropriate. In Vermont especially in the NW, we find that very little research has been done about the area and a great deal of ground work must occur before the council can make judgements on where improvements should occur. In many areas this process could take a year or more. With the present funding structure, precious little time remains for concrete changes to occur which demonstrate DOL that something has happened.

APPENDIX

FRANKLIN COUNTY COMMUNITY
EDUCATION-WORK COUNCIL

October 11, 1977

Dear

Thank you for attending the planning meeting of the Franklin County Community Education-Work Council, October 5, 1977. Special thanks to Al Persico for providing such a comfortable space in the B.F.A. Culinary Arts Section.

The following persons attended the meeting:

Al Persico - B.F.A. Vocational Program
Al Corey - B.F.A. Co-op Program
Jack Eldridge - Missisquoi Guidance
Jean Flack - Adult Basic Education
Bob Gillis - Franklin-Lamoille Bank
Ed Menkens - B.F.A. Vocational Guidance
Anna Neville- Dept. of Social Welfare, Social Services
Bob Tatro - Champlain Valley Work and Training
Ted Tyler - Tyler and Bruce, Attys.

Invited but not able to attend were:

Ron Anderson - Missisquoi Valley Guidance
John Barker - Supt. Franklin West Supervisory Union
Stan Beauregard - Postmaster, St. Albans, Vermont
Pierre Donnet - Target Area Action Project
Catherine Hutchinson - Guidance, B.F.A. Fairfax
Mr. & Mrs. Larry McLaughlin - Franklin County Milk Coordinating Committee
John Robb - Superintendent Franklin N.W. Supervisory Union
George Walgrove - H.P. Hood, Inc.

Jean Flack was designated chairperson.

Representation on the Council will be expanded by inviting persons from labor, youth, farming, and the military. Suggestions for membership from these groups or other are welcome.

The Project to create Education-Work Councils in Franklin, Grand Isle, and Lamoille Counties is one of only six such projects being funded by the Department of Labor through the American Association of Community and Junior Colleges. Other similar Councils have been formed in Enfield, Connecticut; Bayamon, Puerto Rico; Fairbanks, Alaska; Lincoln, Nebraska; and Tullahoma, Tennessee. These sights were chosen because of their special need for local input in the solving of unique problems.

Thankyou again for your participation in the Council.

Sincerely,

Michele Ferland

Michele Ferland
Project Director

ACTION TO BE TAKEN:

Specific action which the Council will be taken this coming month includes five surveys based on questionaires. These surveys will collect data to demonstrate specific problems in Franklin County.

The Five areas to be surveyed are:

(1) High Schools:
- B.F.A. St. Albans
- B.F.A. Fairfax
- Enosburg High
- Richford High
- Missisquoi High

(2) Social agencies (including but not limited to):

- Champlain Valley OEO - St. Albans
- Enosburg Community Service Center - Enosburg Falls
- Franklin County Home Health Agency - St. Albans
- Franklin County Information Service - Enosburg Falls
- Franklin-Grand Isle Mental Health Service - St. Albans
- Indian Manpower Office - Swanton
- Planned Parenthood - St. Albans
- Target Area Action Program - St. Albans
- Champlain Valley Work and Training - St. Albans
- Developmental Disabilities Center - St. Albans
- Human Services Agency
    - Corrections Dept. - St. Albans
    - Health Dept. - St. Albans
    - Social and Rehabilitation Services Dept. - St. Albans
    - Vocational Rehabilitation - St. Albans
    - Social Welfare Dept. - St. Albans
- Vermont Legal Aid - St. Albans
- Public Defenders' Office - St. Albans
- U.V.M. Extension Service - St. Albans
- Vt. Unemployment Compensation Division - St. Albans
- WIC Supplemental Foods - St. Albans
- Rural and Farm Family Rehabilitation - St. Albans
- Franklin-Grand Isle Housing Inc. - St. Albans

(3) Training programs including:
- CETA programs
- Dept. of Employment Security
- Dept. of Labor

(4) Youth
- Fulltime high school students probably grades 9-12
- Unemployed youth
- Employed youth under age 21
- Parttime students

(5) Business and industry

Specific names of businesses to be collected from sources such as Vermont Yearbook, Dept. of Employment Security, Chamber of Commerce, etc.

We will be sending to you draft copies of these surveys for your comments in about two weeks. Suggestions on the most effective means of collecting this data are requested.

Role of the Council:

A. Accurately and quickly collect date via questionaires to demonstrate problem areas for youth/schools/labor market.

B. Access date. At this point individuals on the Council will be sent summaries of the data for comments and ideas.

C. Pool ideas and date summaries to come up with suitable local solutions to facilitate the move of youth into employment. This will involve occasional brief meetings between one or two people rather than large Council meetings.

The following points are the general objectives behind the Council:

1. Council must be autonomous.

2. Promote communication between the various sectors of the community to focus on youth problems and potentials.

3. Collect data through surveys to document the unique problems of this community which youth face in the move from education to work.

4. Develop strategies to deal with these problems.

5. Provide local occupational and career outlook information for youth in and out of school.

6. Develop a needs assessment of the labor and skill requirements of local business and industry.

7. Establish a community resource directory for career information and counseling (including business, industry, gov't. training programs, etc.) which can be used by educational facilities, state and federal agencies, business and youth themselves.

8. Provide means for the community as a whole to enunciate what type of enconomic development should occur.

9. Assess the feasibility of developing training programs as incentives to new industries locating in this area.

10. Ensure that Federal and State monies are being taken advantage of by schools, CETA and other training programs, social agencies, etc.

11. Encourage educational facilities to implement career education programs which are tailored to local needs.

12. Create and promote educational opportunites that will meet requirements and needs of local business and industry.

13. Provide ways and means for business and education to come together to collaborate, not just cooperate, on projects of mutual benefit.

The Council as a whole will probably meet irregularly and infrequently. All members will be kept fully informed as to the activities and progress. If you want any information please contact either Jean Flack (524-7392; 933-7752) or Michelle Ferland (524-6501).

Sincerely,

Jean Flack
Michele Ferland

Copies of this letter are being sent to all members and invited members of the Council. Also to the following high school principals:

Lester Giles - Enosburg Falls
Richard Brown - B.F.A. Fairfax
Carrol G. Hull - Richford
Angelo Massa - B.F.A. St. Albans
Leon Babbie - Missisquoi Union

Copies are also being sent to the four superintendents in Franklin County:

Forest Farnum, Supt. Richford - Franklin NE Supervisory Union
John Robb, Supt. Swanton - Franklin NW Supervisory Union
Sidney Dewey, Supt. St. Albans - Fairfield - St. Albans City Supervisory Union
John Barker, Supt. St. Albans - Franklin West Supervisory Union

WHY?

Both Federal and State officials have come to recognize the need to focus on the problems which youth encounter in their move from schools, the streets, the Service, and the Correctional Centers to the working world.

WHAT ARE THESE PROBLEMS?

--Many young people are unprepared for work in both skills and attitudes.

--There is inadequate communication between employers and educators regarding what kind of preparation is necessary and/or appropriate.

--Young people do not know how to conduct good interviews.

--Work attitudes among the youth are poor.

--Local career information is both non-existent and unavailable for those who need it.

--Employers are hesitant to hire anyone under 18 years of age due to state regulations.

--Jobs are in such short supply and talk that the area is "economic depressed" so common, that many young people give up looking for work before they even start.

WHO ARE THE MEMBERS OF THE COUNCIL?

Representatives on the council come from all elements of the communi

--Business
--Agriculture
--Industry
--Education
--Labor
--Government and Manpower Agencies
--the Professional Community
--Youth

WHO ORGANIZES THE ACTION?

Community College of Vermont, with a grant from the Dept. of Labor which is administered by the American Association of Community and Junior Colleges, provides full and part-time staff to both create and organize the Council, and ALSO to serve as staff to the council members to help carry out their plans.

WHY SHOULD YOU JOIN THE COUNCIL?

Already the council in Franklin County has been joined and is activ supported by a number of community leaders. These people have joined the council because they want a part in promoting the general economic and educational health of the community in which thet live, especially as it relates to youth.

Through the council you can share your knowledge of your own special field with the schools, the job seekers and the government agencies. You can state the problems as you see them and participate in finding solutions.

CONTACT:

Pixley Hill
Michele Ferland

Community College of Vermont
PO Box 321
St. Albans, Vt. 05478
phone: 524-6501

COMMUNITY EDUCATION/WORK COUNCIL

Minutes

The Franklin County Community Education-Work Council held its second meeting at the Tyler Place in Highgate Springs on June 20. The following members were present: Dick Mañuel (Chairperson), Stan Beaûregard, Pierre Donnet, Frank Emanuel, Bob Gillis, Anna Neville, Ed Menkens, Al Persico, Art Renaud, John Robb, Bob Tatro, Bruce Webb, Peggy Williams and George Walgrove who made a valiant belated entry.

The Council meeting was also attended by Peter Smith, President of Community College of Vermont, James (Jim) Mahoney, Project Director of the American Association of Community & Junior Colleges which is sponsoring the Council project and Richard Rizio of the Department of Labor which is funding this and 30 other pilot projects nation wide. Also attending were: Kenneth Fishel, Acting Dean of the College of Education and Human Services at UVM, Harry Thompson, Associate Professor in Organization & Human Resources at UVM who will be evaluating our project, Susan Smallwood (Council staff person after July 1) and the much welcomed six visiting project administrators - Peg Novotney (Lincoln, Nebraska), Miguel Oritiz (Bayamon, Puerto Rico), Richard Labrie (Enfield, Connecticut), Brook Thornton (Tullahoma, Tennessee), Sherry Modrow (Fairbanks, Alaska) and Jim Clark (Georgia).

Happily unaware that our tape recorder could not be hooked up, I personally took no notes of the meeting. This was most unfortunate because the meeting was very exciting. The following notes which Peggy and I tried to piece together are not.

Due to much constructive discussion a specific order of priorities was not voted upon, but there seemed to be a consensus that the Council should concentrate on the following objectives:

1. Communication

   a. To encourage open communication and discussion within the Council.

   b. To foster communication and collaboration between the different sectors of the community.

   c. Encourage dialogue between business and education on the issues of training vs attitudes.

   d. To initiate discussion with youth through Council membership, interviews, etc - Assess attitudes of youth towards work and develop plans accordingl Assess on the job problems of youth, e.g. absenteeism, high turnover, alcohol and drug abuse.

2. Provide local occupational and career outlook information.

   a. Assess the unemployment situation of youth.

   b. Develop a needs assessment of the labor and skill requirements of local business and industry.

   c. Identify the training and educational resources of the area.

   d. Establish a community resource directory for career information and counselling (including business, industry, government, etc.) which can be used by schools, colleges, government agencies, business and youth themselves.

e. Utilize Bob Tatro's CETA information on the above three items as a base and adapt or expand as necessary.

3. Community Economic Development.

    a. Assess the feasibility of developing training programs as an incentive to new industries who might relocate to this area.

    b. Consider the possibility of using the Council as one of several community promotional resources to encourage new industry and economic development to promote the educational and training resources of the area.

    c. Encourage further locally-initiated economic development such as small businesses, marketing cooperatives, cottage industries, etc. (Not discussed.)

Dick Manuel closed the meeting by saying we would meet again within several weeks.

Respectfully submitted,

Pixley Hill

Planning Committee Meeting
Minutes

On July 8 Dick Manuel called an informal planning committee meeting. Also present were: Bob Gillis, Al Persico, Peggy Williams and Pixley Hill.

Dick discussed the need to outline council activities based on the objectives raised in the full Council meeting on June 20, with the fours on communications, Career Information & Resources and Economic Development.

It was decided that two Task Forces would be established, one for Career Information & Resources and the second for Economic Development. Pixley was to ask Ed Menkens to chair the former and Pierre Donnet the latter, and to arrange Task Force meetings within two weeks, and that a Council program be established by September.

Bob Gillis brought up the possibility of having the Council present its mission and ideas at three consecutive Rotary meetings in September. (September 13, 20 and 27.)

Al Persico suggested that the third meeting be held at the new high school Vocational Center. He felt that business never had been welcomed to the school and that this gesture would open up communication between the school and the community.

It was decided that Bob Gillis and Pixley Hill would meet to discuss agendas and programs for the three meetings.

The need for resource and career information was raised by Peggy Williams. It was decided that this would be planned in the Task Force Meeting on Career Information & Resources.

Bob Gillis and Dick Manuel felt it would be a good idea for Council members to talk with teacher open communications about business needs.

Youth participation in the Council was also discussed. Pixley Hill reported on conversations with area youth - their concern about being "ripped off" in $2.30/hour jobs and that a willing work force translated into source unemployment.

Other subjects for the Task Forces were:
A brochure on the Council
Work attitudes of youth

COMMUNITY EDUCATION/WORK COUNCIL

Minutes
Career Information & Resources Sub-committee Meeting
Tuesday, July 19, 1977

The Career Information & Resources Sub-Committee chaired by Ed Menkens met at The Cornerstone on July 19, 1977. In addition to Ed Menkens the following persons also attended: Dick Manuel, George Walgrove, Peggy Williams and Pixley Hill.

The meeting had been called by Dick Manuel, Chairperson of the Community Education/Work Council to establish specific objectives for occupational and career outlook information on a local level. The following objectives were presented by George Walgrove and elaborated upon by the other members in attendance:

1. To avoid duplication by determining which community resources are currently envolved in researching information in the area of youth employment; also what resources offer services and programs in career development.

2. To create a two-part resource directory to provide information on local employment and career opportunities:

a. This directory will contain information such as: what employers look for in prospective employees, training requirements, opportunities for advancement, pay scales, benefits, listings of entry-level positions, etc.

b. This directory will provide local career information to schools, colleges, agencies and veterans including speakers' lists, availability of businesses, industries and agencies for field trips, and volunteer community career guidance couseling.

3. To utilize information collected to assist schools in providing meaninful career information and programs.

Much of what was referred to in item #2 will be accomplishe by a survey to be done in person with local Franklin County employers.

Peggy Williams expressed convern about where the veteran goes for help about career information upon returning to the community.

Ed Menkens mentioned that we look into a Job Fair again and the need for the schools to find out from the community how well-trained and prepared their students are.

It was left that Pixley would get in touch with Ed Menkens and George Walgrove to prepare a questionnaire around the above objectives which would be ready to circulate by September 1, 1977.

Respectfully submitted,

Pixley Hill

Minutes
Economic Development Task Force Meeting

On July 25 the Task Force on Economic & People Development met at the board room of the Franklin-Lamoille Bank. The meeting was called by the Task Force Chairperson, Bob Gillis. Also attending were: Pierre Donnet, Al Persico, Dick Manuel, Peggy Williams and Pixley Hill.

Pierre Donnet discussed the problems of attitudes in attracting new business. There was discussion on the pessimism about the community's unemployment and low-income woes that affects the whole image of the community and potential industrialists.

It was hoped that the Council could act as a force in helping the community change this image of its self.

It was agreed upon that the Council would sponsor a Rural Economic Opportunities Conference in November. Speakers would be chosen from the Community.

The Conference would explore economic possibilities but also community work problems, with an emphasis on youth. Of particular value the conference could show what local resources might be available and how the community can help.

A further decision was to set up a brochure to explain the Council to others. There is still confusion within the Council itself, and our identity as an organization needs clarification.

In closing, Dick Manuel called a full Council meeting for Wednesday, September 7 at 3:30 p.m. in the board room of the Franklin-Lamoille Bank.

Respectively submitted,

Final Evaluation Report

Northwest Vermont Community
Education-Work Council

Dr. Harry Thompson
Education and Social Service College
Organizational and Human Resource Development
University of Vermont
Burlington, Vermont

Background of Project

National trends have caused both federal and state officials to recognize the need to discover means for dealing with the conditions that function to effect the flow of students between school and work.

Thus, the "Franklin County Project" to establish a Community Education-Work Council was funded at the discretion of the Department of Labor through an AACJC subcontract to the Community College of Vermont. The project was viewed as a systematic approach to forming a "working body" to be called the Community Education-Work Council which would consist of youth 16-22, interested community people in business, education, labor, social services, and "persons with insights into programs, ideals, and energy for solving them."

Description of the Area

Franklin County is a Northwest Vermont rural area dominated by farms and small businesses. The low level of industrial development supports only a limited number of workers. St. Albans usually ranks 1st or 2nd in the state in the number of insured unemployed. Young people have difficulty obtaining jobs as dropouts and as graduates of the school system. Located about 30 miles from the City of Burlington, the region served by the project would best be described as static, sparsely settled, and apprehensive about outsiders and bureaucracy. Informality characterizes most inter-actions, public or private. Although it is a small community, communication and cooperation between programs and agencies providing services to the community has been very limited, although there is probably more communication than in urban areas. Most programs and agencies have focused solely on their own programs' concerns without either identifying or utilizing points of interface with other services or making cooperation and collaboration an expected method of operating.

Staffing

Initially the staff was drawn from the faculty of CCV. As of March 15 until May 23, 1977, "staff" was a director who had full-time responsibility. On May 23 and May 31, two additional staff members were acquired on a ½ time basis. Thus, virtually all the initial processes of the project were promulgated by one person, the director. In spite of the limited staff, a core group was formed in the community during the first phase of the project, March 15-May 31.

During the second phase of the project, June 1-August 31, staff composition changed significantly. An additional ½ time person was taken on July 1, but the director's time was reduced to ½ time with the project. On August 1 another ½ time staff member was taken on and approximately 3 weeks later Rosemary Longe, who joined the project May 23rd, left and was replaced by another staff member (Bonnie Adams).

During the third phase of the project, beginning September 1, a new full-time director, Michele Ferland, was hired. This person had not been a part of CCV and came in to the project "brand new." On the second week of her appointment the new director was informed that she would be required to write a preliminary report on the project's progress which was due at AACJC on September 14. Only 6 days after the new director had assumed responsibility (Sept.7), the chairperson of the council resigned and was not replaced until the middle of the third phase (Oct. 5).

Chronology of Staffing

Hired Director of Project:	Pixley Hill -	March 15 April	
"	Rosemary Conge	May 23	
"	Susan Smallwood	May 31	Council Activity
		June 2	Council Meeting
		June 20	Council Meeting
"	Ginger Reed	July 1	
		July 8	Council Meeting
		July 19	Council Meeting

Beginning of Project Staffing Problems

a.	director goes on ½ time	July 25	
b.	Fran Patry (new person added)	Aug. 1	no records of council meetings during this period
c.	Rosemary Conge leaves	Aug. 22	
d.	Bonnie Adams added	Aug. 22	
Hired new director:	Michele Ferland	Sept. 1, 1977	

It appears that in spite of project staff conditions considerable progress was made from March 15 through August 31st. However, council activity seems to have lost ground from July 19 to September 1, 1977.

It also appears that most of the problems confronting the new director preceded her and that she has functioned admirably to resolve issues that needed attention before her arrival and to capitalize on progress that had been made and to continue the developmental process.

My observation is that the staffing was not adequately established during any of the periods mentioned, probably due to a lack of understanding of commitment and purpose on the parts of CCV, AACJC and DOL. For example, my attendance at staff meetings permitted me to witness a confusion of roles and relationships among staff members and general disagreement on the relation of the project staff to the council. No comprehensive, consistent data collection procedure was evidenced beyond the keeping of mental notes and meeting minutes.

Initial Problems Perceived and Assumptions Held by Project Staff

Assumptions:

1. there are problems that youth face in the transition from school to work.
2. that these problems affect and are affected by other people, agencies, programs than just education and business: health, substance abuse, crime, violence etc.
3. that people generally in the community are aware in varying degrees of the problems existing.
4. that "key" people in the community feel there are solutions to the problems.
5. that facilitation of communication among and between these people could contribute to the decrease/elimination of problems faced by youth in their transition from education to work and would promote collaborative efforts across the sectors.
6. that traditional behaviors and attitudes would have to be confronted and changed.
7. that resistence to "change" could only be decreased/eliminated through intense personal relationships arising out of newly generated trust levels within the community.

Formation of the N.W. Vermont Education-Work Council

The records indicate that most of the initial effort to form the council were made by the first director. Ms. Hill apparently had many contacts in the community who respected and trusted her. Her method for selecting the core group seems to be based on hunches about who might be receptive, a need to have broad representation from key agencies, businesses, education, and a willingness to receive suggestions about whom to invite from the core group.

Once formed, they met in May at which time they agreed to participate in a "forum of community people" and agreed to remain open to suggestions as to how they as individuals could function to eliminate and/or decrease youth problems and to foster economic development in the area.

Status of Council's Goals

The minutes of council meetings and testimony from the directors confirm the fact that the council is meeting its goals of promoting communication, assessing youth problems through survey questionnaires, assessing labor and work skill needs, and encouraging collaboration between business and education.

A series of meetings were scheduled to be held in conjunction with Rotary, one of which served not only to provide a forum but also to elicit requests to community people to participate in the effort. It also uncovered additional community concerns around the issue of youth problems.

A temporary brochure explaining the project has been completed and will be replaced by a more finished product during next year. The

Directory of Services is being compiled through project staff efforts.

The Rural Economic Opportunities Conference goal has been dropped because of possible political conflicts; the conference planned to be held under that name has been changed. Minutes of meetings of the council from May 12 to September indicate (1) the council's reluctance to function as a formally constituted body, (2) a desire for a more clearly defined role for such a body if it existed, and (3) a predisposition to function as a voluntary network on selected problems with the major responsibility for the execution of tasks resting with the project staff. News releases have been used to publicize and generate interest in the effort.

Proceedings also indicate a desire on the part of participants to test the "climate of the community" with various needs assessments directed at business, schools, social service agencies and youth.

More than half of those expected to attend meetings did attend. Those who did not attend meetings usually had excuses that were acceptable, legitimate, and understandable by other council members and the staff of the project.

Significant "Problems"

In a community as static and cautious as has been described, the central problem is generating community participation in "a council."

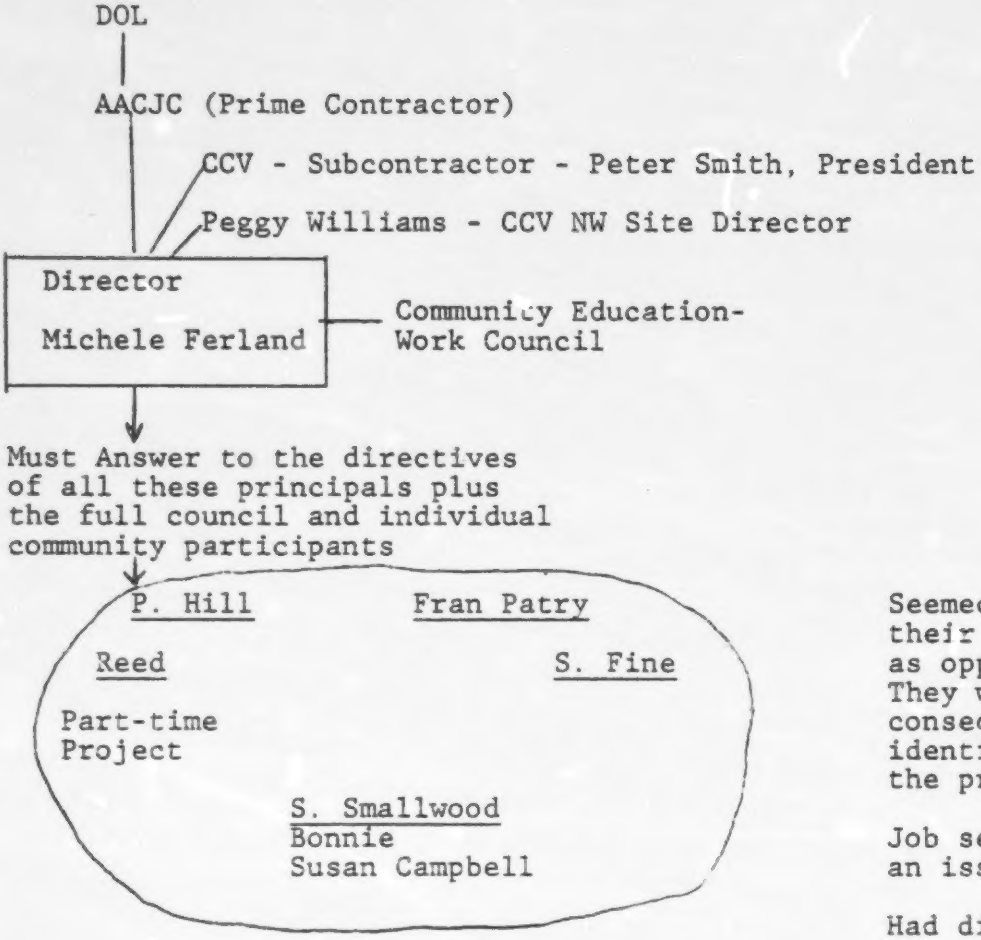
If the ultimate concern is to identify more effective means of gaining community participation, in the elimination or decrease of youth problems in specific settings (contexts), then it should be noted that this community appears initially to be resisting the formation of a full bodied council. It is obvious, however, the individuals have left themselves open to a networking process, which of course might necessitate rethinking the project design.

An analysis of the materials describing the "development" of the council reveals the following progression in participant thinking and reactions.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Form a Council made up of community people	Form 2 task forces and/or small groups	Have no standing committees	Individuals will make themselves available on a voluntary basis to address chosen problems
↓	↓	↓	↓
Standing commitment to forum and open to cooperation & collaboration	Standing commitment to forum development	Standing commitment to forum development	Standing commitment to forum development

A second problem is grounded in the lack of clarification of roles, responsibilities and relationships. Testimony from the current director and her staff suggests it is confused, cumbersome and in need of review. The confusion has compounded the difficulties of the new director, causing her to commit valuable time and effort to the resolution of the conditions at the expense of community contact time. In some instances the confusion has even served to undercut the effectiveness of what contact time there was.

Staffing Figure 2



DOL

AACJC (Prime Contractor)

CCV - Subcontractor - Peter Smith, President

Peggy Williams - CCV NW Site Director

Director

Michele Ferland

Community Education-Work Council

Must Answer to the directives of all these principals plus the full council and individual community participants

P. Hill

Fran Patry

Reed

S. Fine

Part-time Project

S. Smallwood

Bonnie

Susan Campbell

Internal communication could be improved between thes principals.

Seemed quite divided in their loyalty to the CCV as opposed to the project. They were unsure of the consequences of their identifying too close to the project.

Job security seemed to be an issue.

Had difficulty in integrating the work load.

Line relationships were not clearly defined.

Staff relationships were not clearly defined.

At the time of this writing, line and staff relationships seem more clearly defined as a result of dialogue between AACJC and CCV. However, prior to this time for the period between May and October, there was a lack of clarity as regards roles and relationships that tended to hamper the more effective utilization of staff manpower, staff time and community interest ability.

Objectives

The N.W. Vermont Project, as I see it, has the following objectives:

Continuing Objective: To facilitate the interchange of students between education and work.

Specific Objective 1: To identify with more specificity the problems faced by youth attempting to enter the world of work

Project staff have met and talked with staff from CETA, the public schools, businessmen and youth to get more empirical data on youth problems. Commitments have been made to conduct needs assessments in the region to update what materials there are available.

Specific Objective 2: To identify members, groups, individuals in the community who would be willing to devote time and energy to the analysis of these problems and to the designing of interventions to eliminate or decrease these problems

A core of community people representing education, business, social service agencies and local programs was identified and became the nucleus of the Education-Work Council. A series of meetings were held with these representatives to identify problems and to identify willing participants. The records of meeting attendance support the conclusion that all but two of those originally approached continued to participate regularly and to accept some degree of responsibility.

Specific Objective 3: To form a Community Education-Work Council of community people representing a cross-section of the groups, agencies and programs in the community that actually or potentially affect or are affected by the problem

The list of participants and the minutes of meetings on record at the project indicate a council has been formed, is active and does have representation from both the private and the public sectors. All participants have testified to their involvement in the youth education work problem.

Specific Objective 4: To provide a support system for the on-going Community Education-Work Council utilizing project staff and relevant community resources

The project staff has canvassed community people to identify a core of interested people. They have convened these people for discussion and organization purposes. They have contacted persons identified by the council members as either potential members or resources that could be mobilized in a concerted effort. Project staff has also taken on such tasks as designing and administering surveys, collecting relevant data, disseminating the data, planning meetings with Rotary, CETA, vocational education faculty, and Johnson College administrators. Further, at the direction of the council the project staff is exploring the possibilities for future funding of the council activities through federal, state and local funds.

Specific Objective 5: To eliminate and/or decrease problems youth face in their transition from education to work.

There seemed to be confusion as to whether the project staff should be proactive or reactive in relation to the community council. They were also hampered by need for clarification of the meaning of council autonomy. Project staff were inadequately informed of the extent of their time commitment regarding technical assistance and resources.

Reluctance on the part of project staff prevented more formal documentation of processes in working with the council. The council is predisposed to working informally, resisting any efforts to use structured problem-solving/planning techniques.

Although not clearly stated by project staff or records, one senses that an extended amount of time was devoted to team building with a group that was insisting on individual commitments in a voluntary association. It may be the project's primary function should be one of network facilitating on utilizing data and on needs generated from assessments, the project, and community people, without a formal organization being formed. Community individuals could focus periodically on specific problems and then dissolve into an individual resource pool. One continues to wonder if the Community Education-Work Council is to be viewed as either a standing body with officers, holding regular meetings, setting goals and assuming an originating function or whether it is to be viewed as a network of servers and services to be mustered by a project having the originating function to address various problems.

The continuing objective of the Community Education-Work Council is the same as that of the project. Although in some cases they are stated differently, the specific objectives of the council reflect the specific objectives of the project. The council's objectives are as follows:

Specific Objective 1: "The primary goal of the N.W. Vermont Education-Work Council is communication."

I interpret Specific Objective #1 to mean that the council is committed to providing a forum for the discussion of issues and concerns related to youth employment and youth education;

Specific Objective 2: Assessment of problems.

I interpret Specific Objective #2 to mean that the council is committed to assessing through survey questionnaires and interviews those problems youth face in employment;

Specific Objective 3: Making information available.

I interpret Specific Objective #3 to mean that once compiled the information would be the text of a directory to be disseminated throughout the area;

Specific Objective 4: Assessing labor and skill requirements.

I interpret Specific Objective #4 to mean that business and industry would be canvassed to ascertain what jobs might be available and what specific skills are needed;

Specific Objective 5: Encourage and assist collaboration between business and education.

I interpret Specific Objective #5 to mean that the council would actively initiate and promote discussion and collaboration between business and education around youth employment/education problems;

Specific Objective 6: Economic development.

I interpret Specific Objective #6 to mean that they would explore the possibilities for economic development in the area so as to make new work opportunities for youth (and others);

Specific Objective 7: Monitor state and federal monies.

I interpret Specific Objective #7 to mean that they would exercise extreme caution about receiving state and federal monies in the community that did not hold the promise of council and/or local autonomy in the expenditures of these funds.

Discussion with project staff and reviews of records indicate:

Specific Objective #1 has been and is being fulfilled

Specific Objective #2 is being fulfilled through meetings, discussions and the development of assessment instruments

Specific Objective #3 is being fulfilled, a temporary brochure and directory have been started. Both will continue to grow and change periodically

Specific Objective #4 is being accomplished through direct contacts with segments of the business community and with the cooperation of Johnson College. More formal assessment instruments are being developed

Specific Objective #5 is being accomplished in all the above and is evidenced in the CETA, public school efforts

Specific Objective #6 has been accomplished. The feeling was that continued pursuit of this would jeopardize the positions of some participants due to the psycho-socio-econo-political climate of the community

Specific Objective #7 is being achieved through extensive research into availability of CETA and Career Education monies.

Given the context in which the project finds itself, the formation of a standing initiating council could be an arduous task. Nevertheless, it appears the efforts made by the project to date are effectively reshaping attitudes and behaviors of some who have demonstrated reluctance to become a formal body. This reluctance cannot be interpreted as a rejection of the idea that youth problems must be surfaced and dealt with by community people. The community participants have made significant contributions in the way of identifying local resources, promoting general discussions of the issues, and refraining from undercutting the project's efforts. The project obviously has not had sufficient time to completely develop the type of council that is envisioned by DOL and AACJC. But the project staff, particularly the two directors, exhibited indications of being industrious, congenial people who have a sensitivity for the total community and apparently have been successful in laying the foundations necessary to the formation of an effective council, a sense of common purpose, that is encouraging, needed dialogue, raising trust levels, providing experiments in cooperation and collaboration that should lead community people to see the efficacy of developing a council. The opportunities for community participants to exchange views and feelings on matters of work and education under the sensitive facilitation of the project staff has apparently relaxed the fears and apprehensions sufficiently to foresee the possibility of the council emerging.

Summary of Recommendations

1. That an additional full-time person be employed to assist the director and that this person have no assignment other than working with the project and the council.

2. That staff having commitments to both the project and CCV be accountable to the director for their time spent on project tasks and further that this accountability be formalized in written mutual agreements between the staff member and the director of the project; that these agreements specifically address such issues as days to be present on the site, hours of commitment per week, task areas to be handled, record-keeping responsibilities, and type of support expected to be given the project and the council.

3. That a systematic review of project objectives be made with a view towards task analysis and delegation of specific responsibilities for staff members with at least tentative deadlines and checkpoints included.

4. That CCV and AACJC insist that faculty committed to the project give the full commitment of their time.

5. That CCV, AACJC and the project director establish more clearly what half-time commitment to the project means in terms of hours, tasks, etc.

6. That a communication, decision-making structure be identified within the project that relates or responds to CCV or AACJC only through the director.

7. That project staff spend time defining where and when their role is an initiating role as opposed to a supporting role as it interacts with the council.

8. That the project take steps to identify specifically what data it needs to collect relative to an analysis of processes and construct instruments to that end.

9. That provisions be made through the project or other resources to provide council members with problem-solving and planning skills so as to enhance their effectiveness as a working body.

10. That less emphasis be placed on building a formal standing council and more attention be given to problem identification and to building temporary networks to address youth transition problems from the individual resource pool that has been surfaced by the project staff, thus eliminating the negative atmosphere that is generated by anticipated failures at convening a standing body on a regular schedule with perfect attendance.

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